SADDLEBACK
EDUCATIONAL PUBLISHING

Book 1

BASIC ENGLISH GRAMMAR

for English Language Learners

ختم نبوت ﷺ زندہ باد　　　　عظمت صحابہ زندہ باد

السلام علیکم ورحمۃ اللہ وبرکاتہ:

معزز ممبران: آپ کا وٹس ایپ گروپ ایڈ من "**اردو بکس**" آپ سے مخاطب ہے۔

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- گروپ میں صرف PDF کتب پوسٹ کی جاتی ہیں لہذا کتب کے متعلق اپنے کمنٹس / ریویوز ضرور دیں۔ گروپ میں بغیر ایڈ من کی اجازت کے کسی بھی قسم کی (اسلامی وغیر اسلامی، اخلاقی، تحریری) پوسٹ کرنا سختی سے منع ہے۔
- گروپ میں معزز، پڑھے لکھے، سلجھے ہوئے ممبرز موجود ہیں اخلاقیات کی پابندی کریں اور گروپ رولز کو فالو کریں بصورت دیگر معزز ممبرز کی بہتری کی خاطر ریموو کر دیا جائے گا۔
- کوئی بھی ممبر کسی بھی ممبر کو انباکس میں میسیج، مس کال، کال نہیں کرے گا۔ رپورٹ پر فوری ریموو کر کے کاروائی عمل میں لائے جائے گی۔
- ہمارے کسی بھی گروپ میں سیاسی و فرقہ واریت کی بحث کی قطعاً کوئی گنجائش نہیں ہے۔
- اگر کسی کو بھی گروپ کے متعلق کسی قسم کی شکایت یا تجویز کی صورت میں ایڈ من سے رابطہ کیجئے۔
- سب سے اہم بات:

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- عمران سیریز کے شوقین کیلئے علیحدہ سے عمران سیریز گروپ موجود ہے۔
- **لیڈیز کے لئے الگ گروپ کی سہولت موجود ہے جس کے لئے ویریفکیشن ضروری ہے۔**
- اردو کتب / عمران سیریز یا سٹڈی گروپ میں ایڈ ہونے کے لئے ایڈ من سے وٹس ایپ پر بذریعہ میسیج رابطہ کریں اور جواب کا انتظار فرمائیں۔ برائے مہربانی اخلاقیات کا خیال رکھتے ہوئے موبائل پر کال یا ایم ایس کرنے کی کوشش ہر گز نہ کریں۔ ورنہ گروپس سے تو ریموو کیا ہی جائے گا بلاک بھی کیا جائے گا۔

نوٹ: ہمارے کسی گروپ کی کوئی فیس نہیں ہے۔ سب فی سبیل اللہ ہے

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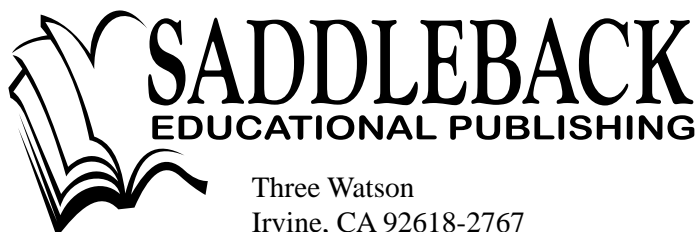
پاکستان زندہ باد　　　　پاکستان پائندہ باد

اللہ تبارک تعالیٰ ہم سب کا حامی وناصر ہو

Book 1

BASIC ENGLISH GRAMMAR

for English Language Learners

Anne Seaton • Y. H. Mew

Introduction

Grammar is a very old field of study. Did you know that the sentence was first divided into subject and verb by Plato, the famed philosopher from ancient Greece? That was about 2,400 years ago! Ever since then, students all over the world have found it worthwhile to study the structure of words and sentences. Why? Because skill in speaking and writing is the hallmark of all educated people.

Lesson by lesson, this book provides basic instruction in the eight parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—as well as the standard patterns of English sentences.

All students of English, be they native speakers or those who are studying English as a second language, will profit from the fundamental introduction and review of grammar provided by SADDLEBACK'S BASIC ENGLISH GRAMMAR 1 and 2. Helpful marginal notes throughout the books have been provided to reinforce existing skills and call attention to common problem areas.

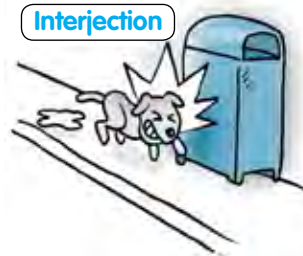
We wish you every success in your pursuit of English proficiency.

What You'll Find in this Book

1 What is Grammar?

Here's an old children's rhyme about the eight parts of speech of English grammar. It gives you an idea of what grammar is about. Read and remember it.

Every name is called a **noun**,
As *field* and *fountain*, *street* and *town*.
In place of noun the **pronoun** stands,
As *he* and *she* can clap their hands.
The **adjective** describes a thing,
As *magic* wand or *bridal* ring.
Most **verbs** mean action, something done,
To *read* and *write*, to *jump* and *run*.

How things are done the **adverbs** tell,
As *quickly*, *slowly*, *badly*, *well*.
The **preposition** shows relation,
As *in* the street or *at* the station.
Conjunctions join, in many ways,
Sentences, words, *or* phrase *and* phrase.
The **interjection** cries out, "*Heed!*
An exclamation point must
follow me!"

2 The Capital Letter

The **capital letter** is also called a **big letter** or **upper-case** letter, or sometimes just a **capital**.

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

When do you use a capital letter?

- Use a capital letter for the first letter in a sentence:

  The dog is barking.
  Come here!

- Always use a capital letter for the word I:

  I am eight years old.
  Tom and **I** are good friends.

- Use a capital letter for the names of people:

  Alice, **T**om, **J**ames, **K**im, **S**now **W**hite

- Use a capital letter for the names of places:

  National **M**useum, **B**ronx **Z**oo, **L**ondon, **S**acramento

- Use a capital letter for festivals, holidays, days of the week, months of the year:

  New **Y**ear's **D**ay, **C**hristmas, **L**abor **D**ay, **M**other's **D**ay,
  Sunday, **M**onday, **F**riday, **J**anuary, **M**ay, **J**uly, **O**ctober

Exercise 1

Circle the letters that should be CAPITALS. Then write the correct letter in the space above them.

1 peter and i are good friends.

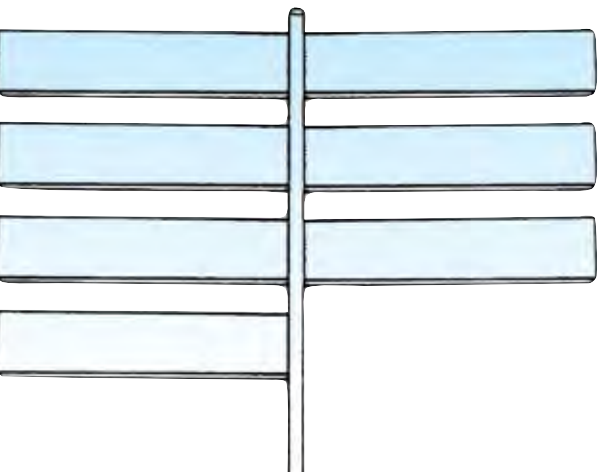
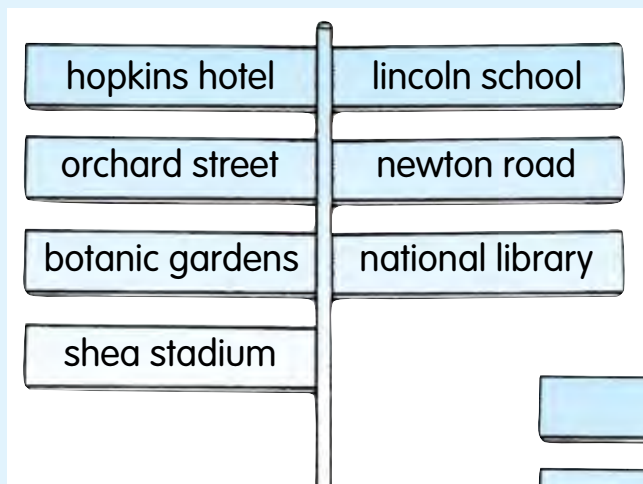
2 we are going to chicago during our summer vacation.

3 there is an interesting football game on sunday.

4 jason lives on thomson avenue.

5 january is the first month of the year.

Exercise 2

Look at the signs on the left. Can you find the mistakes? Write the names correctly.

3 Nouns

Common Nouns

Nouns are divided into **common nouns** and **proper nouns**.
Common nouns are words for people, animals, places, or things.

These are words for people. They are common nouns.

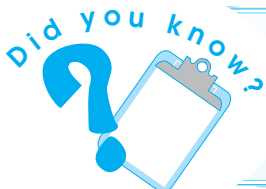
artist

clown

acrobat

Word File

Here are more words for people:

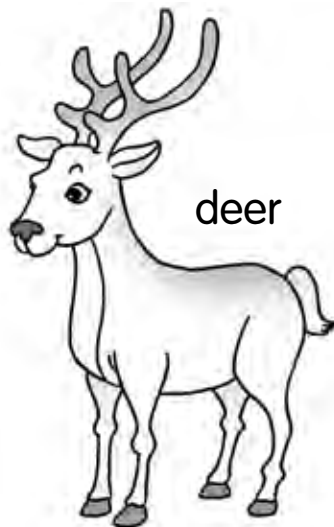
actor	lawyer
aunt	judge
baby	man
baker	nurse
cook	police officer
dentist	singer
doctor	soldier
giant	teacher

astronaut

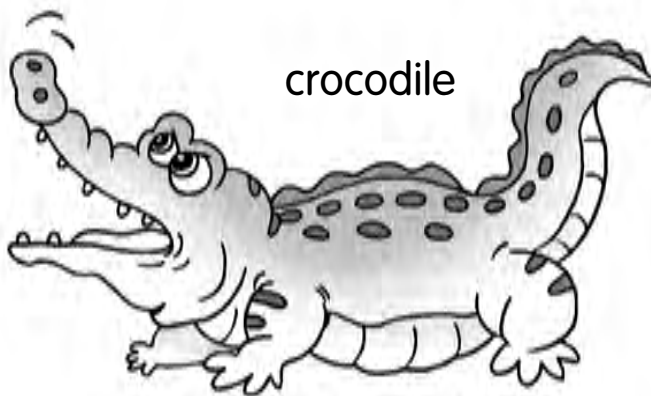
Another word for **astronaut** is **spaceman** or **spacewoman**.

These are words for animals. They are common nouns.

eagle

zebra

deer

bird

crocodile

bear

Word File

Here are more words for animals:

cat	goose
cow	hen
dog	horse
dolphin	mouse
duck	parrot
fish	shark
goat	whale

These are words for places. They are common nouns.

beach

park

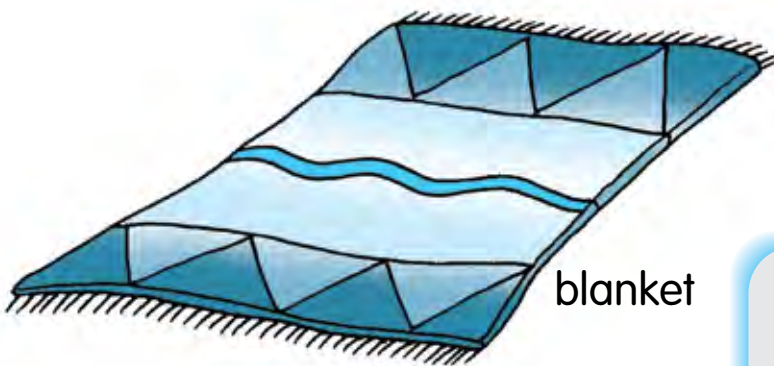
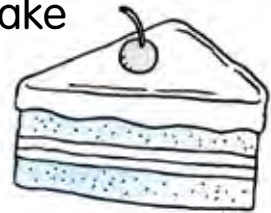
library

shop

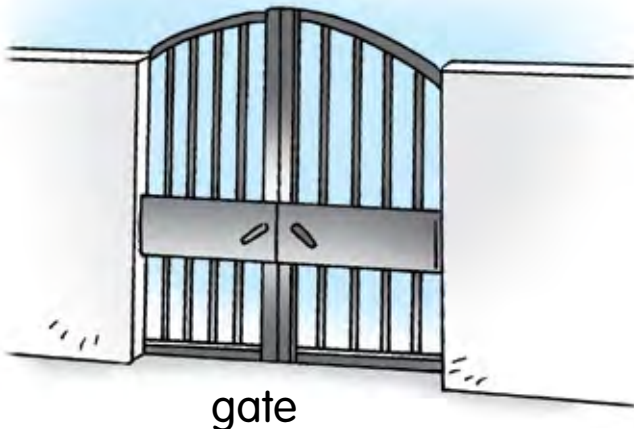
Word File

Here are more words for places:

airport	market
cave	mountain
church	playground
farm	restaurant
hill	school
hospital	seashore
hotel	stadium
house	supermarket
island	temple
mall	zoo

These are words for things. They are common nouns.

Word File

Here are more words for things:

bag	kite
box	ladder
bread	lamp
can	picture
chair	radio
cot	television
cup	train
desk	truck
door	watch
egg	window

Exercise 1

Underline the common nouns in these sentences.

1. There's a little bird in the garden.
2. Who is your teacher?
3. Don't eat that rotten apple.
4. Kate has a lovely doll.
5. I like reading stories.
6. My father is a doctor.
7. Every child has a dictionary.
8. Rudy hates bananas.
9. The phone is ringing.
10. Here's a book for you.

Exercise 2

Here's a mixed bag of words. Put each word under its correct heading.

swimmer	snail	fire engine	clown
letters	flag	river	barber
mountain	fox	hotel	parrot
granny	taxi	gardener	camel

People	Animals	Places	Things
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________

Proper Nouns

Proper nouns are names for particular people, places or things. They always begin with a capital letter.

Omar

Beethoven

Lisa

Santa Claus

Word File

Here are some more names of people:

Ali Baba
Florence Nightingale
Derek Jeter
Pauline
Johnny Depp
Patrick
Harry Potter
Pinocchio
Robin Hood

Your own name and the names of your friends are proper nouns too.

The names of countries and their people are also proper nouns.

American

Egyptian

Indian

Italian

Thai

Japanese

Korean

Malay

Filipino

Pakistani

Country	People	Country	People
America	Americans	Korea	Koreans
Egypt	Egyptians	Malaysia	Malaysians
India	Indians	Pakistan	Pakistanis
Italy	Italians	France	the French
Japan	the Japanese	Thailand	Thais

The names of towns, cities, buildings and landmarks are proper nouns.

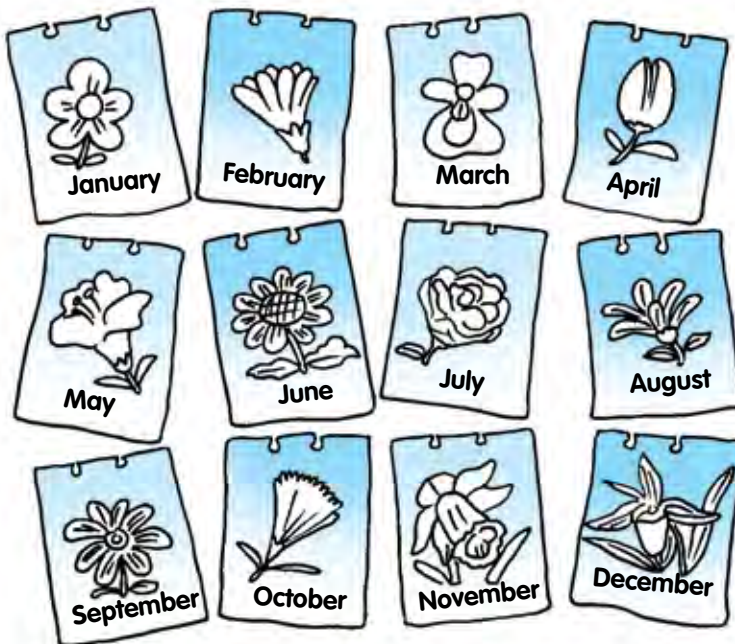
Bangkok
London
New York
Paris
Beijing

New Delhi
Denver
Central Park
the Eiffel Tower
Big Ben

the Grand Canyon
the Leaning Tower of Pisa
Brooklyn Bridge
Pike's Peak

The days of the week and months of the year are proper nouns.

Days
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

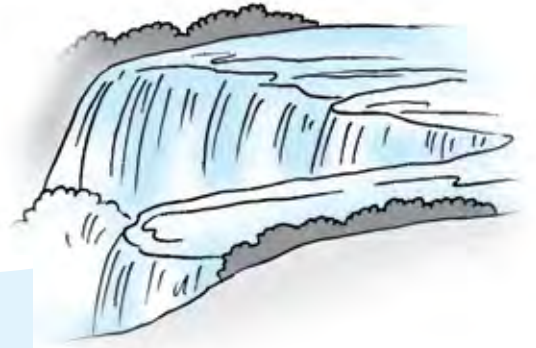
Months
January
February
March
April
May
June
July
August
September
October
November
December

January is the first month of the year.

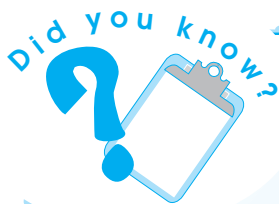
Sunday is the first day of the week.

A table that shows the months, weeks
days

The names of mountains, seas, rivers and lakes are proper nouns.

Mount Everest

the Thames

Niagara Falls

Lake Michigan
the Alps
the Dead Sea
Mount Fuji
the Himalayas
the Pacific Ocean
the Yellow River

You often use **the** before names of oceans, rivers, seas and ranges of mountains.

Mount means **mountain**.
It is often used in the names of mountains.

For example: Mount Everest
Mount St. Helens

The written short form for **Mount** is **Mt**.
For example: Mt. Everest, Mt. Fuji

The names of festivals, some special events and holidays are proper nouns, too.

Valentine's Day

Father's Day

Halloween

New Year's Day

Word File

Here are more names of festivals and holidays:

Christmas	Mother's Day
Memorial Day	April Fool's Day
Labor Day	Thanksgiving Day
Independence Day	St. Patrick's Day

Exercise 1

Underline the *proper nouns* in the following sentences.

1 July is often the hottest month in summer.
2 One day Ali Baba saw the forty thieves hiding in a cave.
3 Shawn and Ashley are going to the beach for a swim.
4 Mr. Lee is reading a book.
5 "I am your fairy godmother," said the old woman to Cinderella.
6 Uncle Mike is a lawyer.
7 Next Tuesday is a public holiday.
8 Many children enjoyed the movie Lion King.

Exercise 2

Look at the words in the box. Which ones are *common nouns* and which ones are *proper nouns*? Put each word under its correct heading.

Lisa	bank	President Hotel	United Bank
January	beach	White Sand Beach	hotel
doctor	month	Dr. Wang	girl

Common Nouns	Proper Nouns
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

Exercise 3

Write **C** for *common* or **P** for *proper* on the blank before each noun.

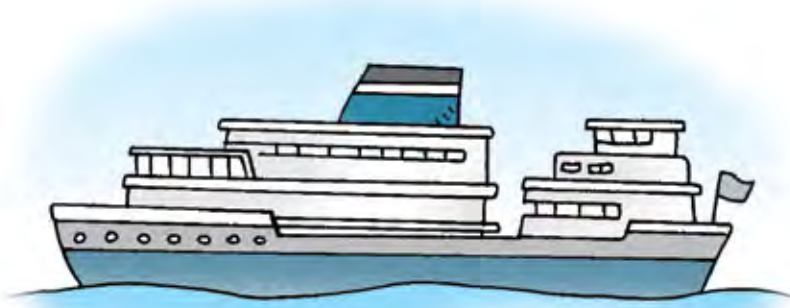
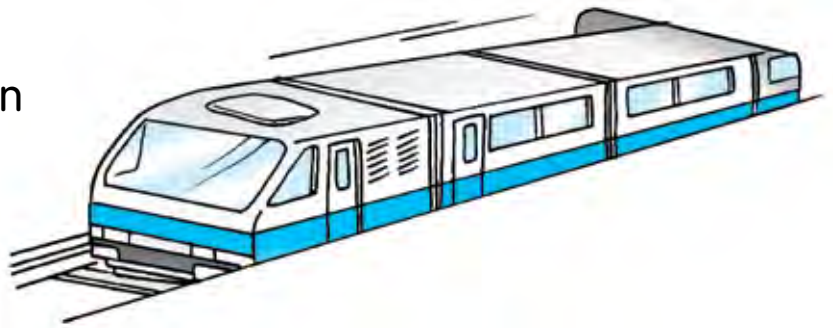
1 _______ the White House
2 _______ the green dress
3 _______ the tall building
4 _______ the Empire State Building
5 _______ the Yellow River
6 _______ the muddy river
7 _______ the governor
8 _______ Governor Parker
9 _______ the Oregon Trail
10 _______ the winding trail

Exercise 4

Underline the nouns that should be capitalized. Circle the nouns that should *not* be capitalized.

1 Robert louis Stevenson wrote treasure island.
2 The Capital of illinois is Springfield.
3 My Friends and I prefer Glittergums toothpaste.
4 Their Family visited Yellowstone national Park.
5 Juan and maria attend kennedy Middle school.
6 We had a Surprise Party for aunt Helen.
7 Spring and Fall are my favorite Seasons.
8 The Manager scolded his lazy Employees.

Singular Nouns

Nouns can be **singular** or **plural**. When you are talking about one person, animal, place, or thing, use a singular noun.

Word File

These are also singular nouns:

an airplane	a letter
a bicycle	a map
a boy	a photograph
a bus	a refrigerator
a comb	a slide
a girl	a swing
a key	a van

- Use **a** or **an** before singular nouns.
Use **an** before words beginning with **vowels**
(a, e, i, o, u). For example, say:

an axe	**an** igloo
an egg	**an** orange
an envelope	**an** umbrella
an ice cream	**an** uncle

- But some words don't follow this rule. For example, use **a** (not **an**) before these words that begin with **u**:

a uniform	**a** university

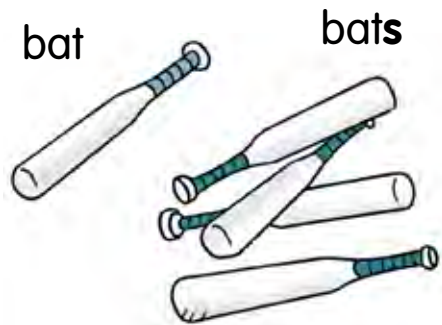
- Use **a** before words beginning with the other letters of the alphabet, called **consonants**.
For example, say:

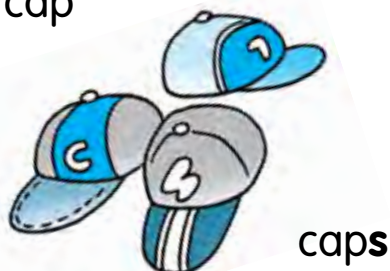
a basket	**a** rainbow
a bowl	**a** monster
a car	**a** pillow
a hill	**a** watch
a house	**a** zoo

- But some words don't follow this rule. For example, use **an** (not **a**) before these words that begin with **h**:

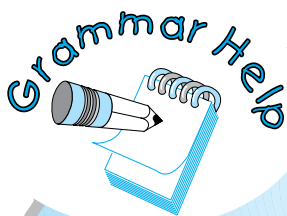
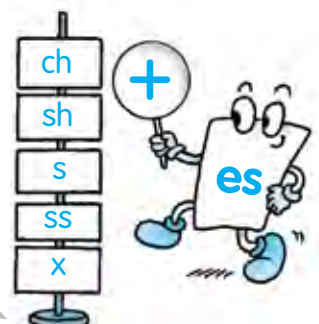
an heir
an honor
an hour

Plural Nouns

When you are talking about two or more people, animals, places, or things, use plural nouns.
Most nouns are made plural by adding -**s** at the end.

Word File

Singular	Plural
bird	bird**s**
broom	broom**s**
camel	camel**s**
desk	desk**s**
doll	doll**s**
egg	egg**s**
flower	flower**s**
fork	fork**s**
game	game**s**
lamb	lamb**s**
nest	nest**s**
pen	pen**s**
photo	photo**s**
shirt	shirt**s**
spoon	spoon**s**

Some plural nouns end in -**es**.

Word File

Singular	Plural
beach	beach**es**
branch	branch**es**
box	box**es**
bush	bush**es**
church	church**es**
dish	dish**es**
dress	dress**es**
sandwich	sandwich**es**
witch	witch**es**

When the last letters of singular nouns are **ch**, **sh**, **s**, **ss** or **x**, you usually add -**es** to form the plural.

Some plural nouns end in -**ies**.

butterfl**ies**

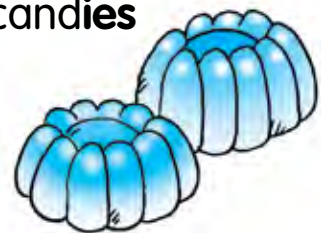
butterfly

canar**ies**

canary

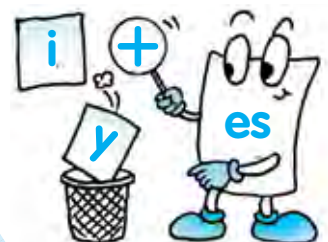
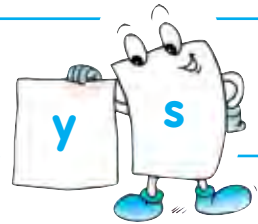
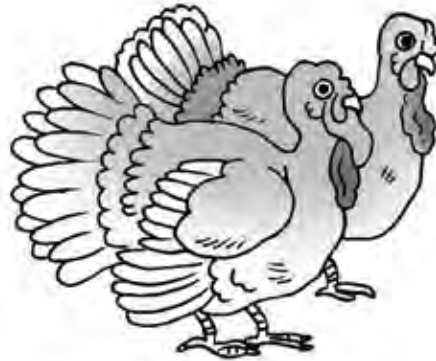
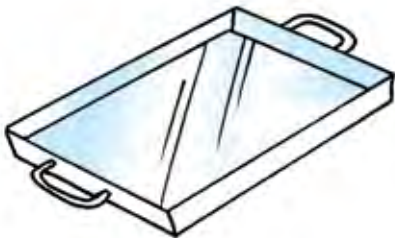
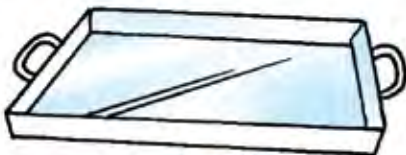
lil**ies**

lily

candies

candy

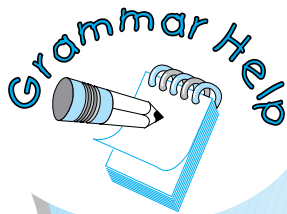
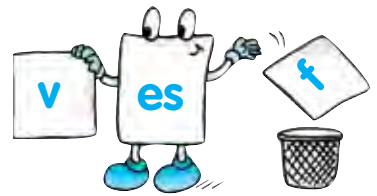
Word File

Singular	Plural
baby	bab**ies**
cherry	cherr**ies**
diary	diar**ies**
dictionary	dictionar**ies**
fairy	fair**ies**
family	famil**ies**
fly	fl**ies**
lady	lad**ies**
library	librar**ies**
puppy	pupp**ies**
story	stor**ies**
strawberry	strawberr**ies**

Nouns like these are made plural by changing **y** to **i**, and adding -**es**.

What if there is a vowel before the **y**?
In that case, add -**s** to form the plural.

Word File

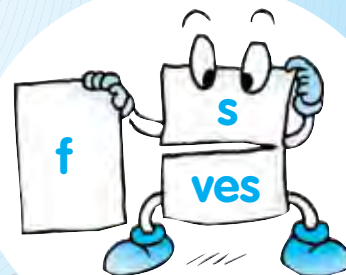
Singular	Plural
chimney	chimney**s**
cowboy	cowboy**s**
day	day**s**
donkey	donkey**s**
jersey	jersey**s**
kidney	kidney**s**
monkey	monkey**s**
toy	toy**s**
trolley	trolley**s**
valley	valley**s**

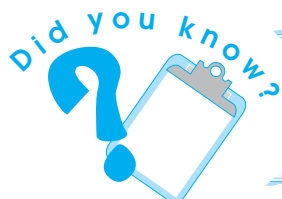
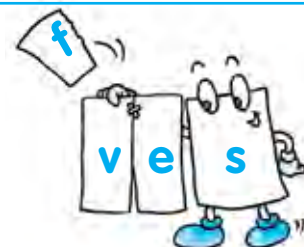
If a noun ends in -**f**, you often change **f** to **v**, and add -**es**.

Singular	Plural	Singular	Plural
calf	cal**ves**	loaf	loa**ves**
elf	el**ves**	shelf	shel**ves**
half	hal**ves**	thief	thie**ves**
leaf	lea**ves**	wolf	wol**ves**

Often nouns that end in -**f**, just need -**s** to form the plural.

Singular	Plural	Singular	Plural
chef	chef**s**	handkerchief	handkerchief**s**
chief	chief**s**	roof	roof**s**
cliff	cliff**s**	sheriff	sheriff**s**

For some words that end in -**f**, the plural can be spelled in two different ways.

Singular	Plural
dwarf	dwarf**s** or dwar**ves**
hoof	hoof**s** or hoo**ves**
scarf	scarf**s** or scar**ves**

With some words that end in -**fe**, you change **f** to **v**, and add -**s**.

Singular	Plural
knife	kni**ves**
life	li**ves**
wife	wi**ves**

But you only add -**s** to **giraffe** to form the plural.

If a noun ends in -**o**, you just add -**s** to form the plural.

a rhino

rhino**s**

a kangaroo

kangaroo**s**

Word File

Singular	Plural
a hippo	hippo**s**
a video	video**s**
a zoo	zoo**s**

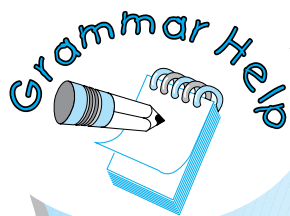
But with some nouns that end in -**o**, you add -**es** to form the plural.

a flamingo

flamingo**es**

Word File

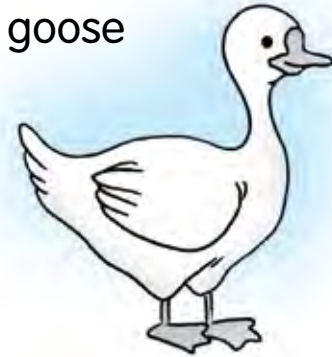
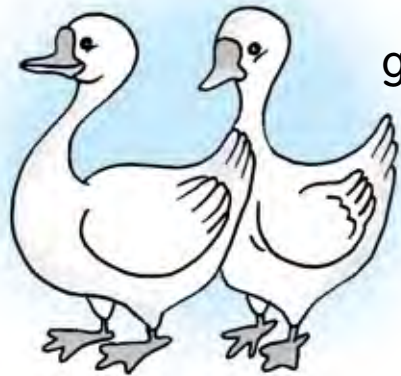
Singular	Plural
a tomato	tomato**es**
a potato	potato**es**
a hero	hero**es**

Grammar Help

With some nouns that end in -**o**, you can add either -**s** or -**es** to form the plural.

Singular	**Plural**	**Plural**
a mango	mangoes	mangos
a mosquito	mosquitoes	mosquitos
a zero	zeroes	zeros
a buffalo	buffaloes	buffalos

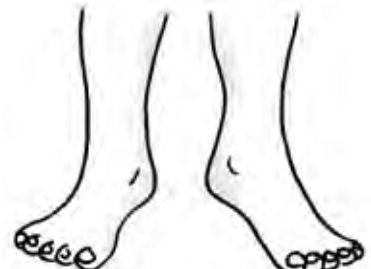
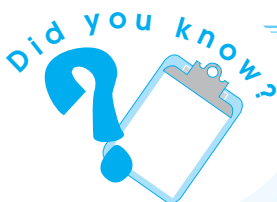
Some plural nouns don't follow the -**s** rule. They don't end in -**s**, -**es**, -**ies** or -**ves**. Instead, the word changes form.

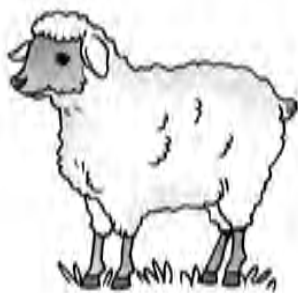
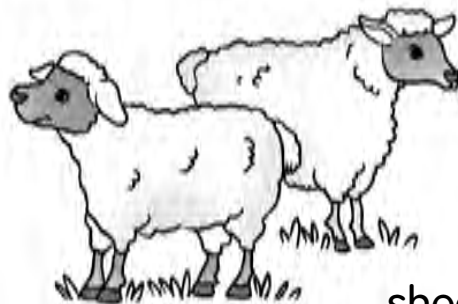
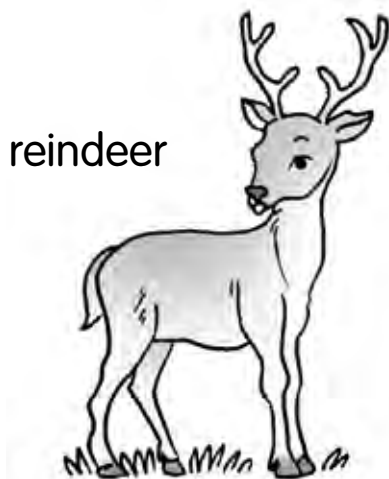
mouse

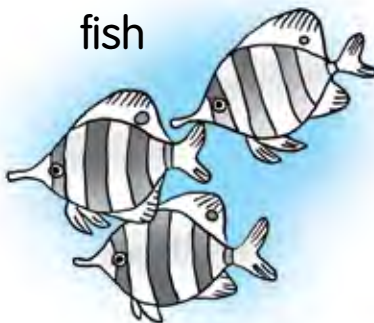
mice

goose

geese

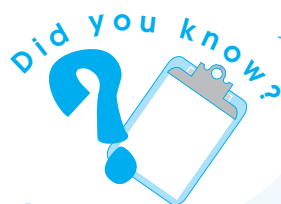
Word File

Singular	Plural
child	children
man	men
ox	oxen
tooth	teeth
woman	women

foot

feet

The plural of the **mouse** that you use with your computer is either **mice** or **mouses**.

Some plural nouns are the same as the singular noun.

sheep sheep

reindeer reindeer

fish fish

Word File

Singular	Plural
bison	bison
deer	deer

You can use **fishes** as the plural of **fish** when you are talking about different kinds of fish: all the **fishes** of the Pacific Ocean.

Some nouns are always plural.

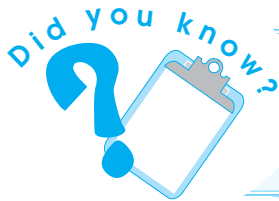
binoculars

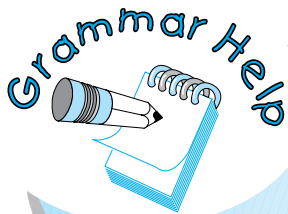
goggles

pliers

jeans

Word File

pants	scissors
pajamas	sneakers
shorts	slippers
trousers	stockings
sandals	

Another word for **spectacles** is **glasses**.

spectacles

You can make these plural nouns singular by using **a pair of**:

a pair of binoculars
a pair of spectacles
a pair of goggles
a pair of jeans
a pair of shorts
a pair of pliers

a pair of shoes

Exercise 1

Look at the words below. Do you know which ones are *singular* and which are *plural*? Put a checkmark (✓) in the correct box.

	Singular	Plural
word		
pencils		
books		
fan		
hat		
children		
kites		
people		
crab		
foxes		

Exercise 2

Do you add *-s* or *-es* to these singular nouns to make them plural? Write your answers on the lines.

Singular	Plural	Singular	Plural
1 desk	____________	6 basket	____________
2 class	____________	7 peach	____________
3 comb	____________	8 belt	____________
4 mug	____________	9 taxi	____________
5 bus	____________	10 box	____________

Exercise 3

Do you change *-y* to *-ies,* or just add *-s* to make these singular nouns plural? Write your anwers.

	Singular	Plural		Singular	Plural
1	key	____________	6	toy	____________
2	city	____________	7	baby	____________
3	butterfly	____________	8	party	____________
4	monkey	____________	9	chimney	____________
5	fly	____________	10	lady	____________

Exercise 4

All these singular nouns end with *-o*. Add either *-s* or *-es* as you write the plurals on the line.

	Singular	Plural		Singular	Plural
1	video	____________	6	radio	____________
2	piano	____________	7	hippo	____________
3	mango	____________	8	zoo	____________
4	kangaroo	____________	9	zero	____________
5	rhino	____________	10	photo	____________

Collective Nouns

Collective nouns are words for groups of people, animals or things.

These are nouns for groups of people.

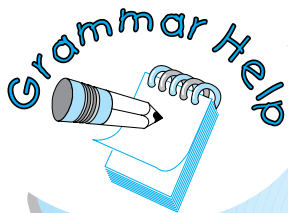
a family

a crew

an orchestra

Word File

Here are some more groups of people:

an audience	a gang
a band	a group
a choir	a team
a class	

Many **collective nouns** can be used with a singular or plural verb.
For example:

My family **was** happy to see me.
or
My family **were** happy to see me.

But the following collective nouns always take a plural verb:

cattle people the police

Here are more collective nouns that are used for groups of people, animals or things.

a **band** of musicians

a **brood** of chickens

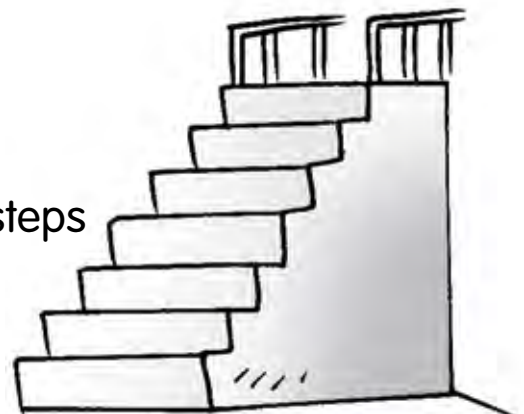
a **school** of fish

a **team** of players

a **flight** of steps

Word File

Here are some more collective nouns:

a **bunch** of keys
a **class** of pupils
a **collection** of books
a **deck** of cards
a **fleet** of ships
a **flock** of sheep
a **gaggle** of geese
a **gang** of robbers
a **herd** of cattle
a **litter** of cubs
a **pod** of whales
a **pack** of wolves
a **pride** of lions
a **set** of stamps
a **swarm** of bees
a **troupe** of actors

Exercise

Farmer John had *several different* kinds of animals on his farm. Write the correct *collective* noun for each group of his animals.

Farmer John had:

a ____________ of geese

a ____________ of sheep

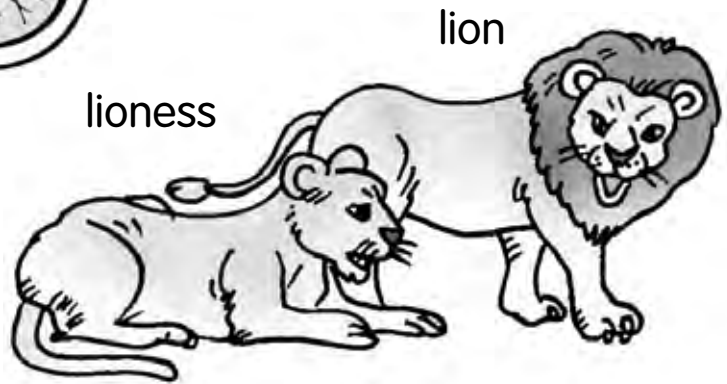
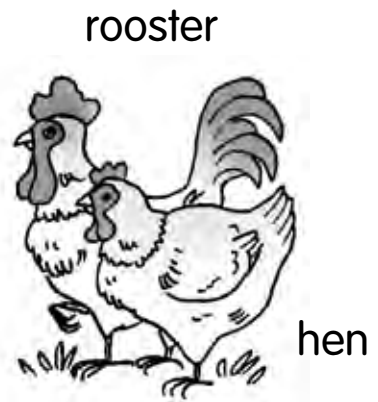
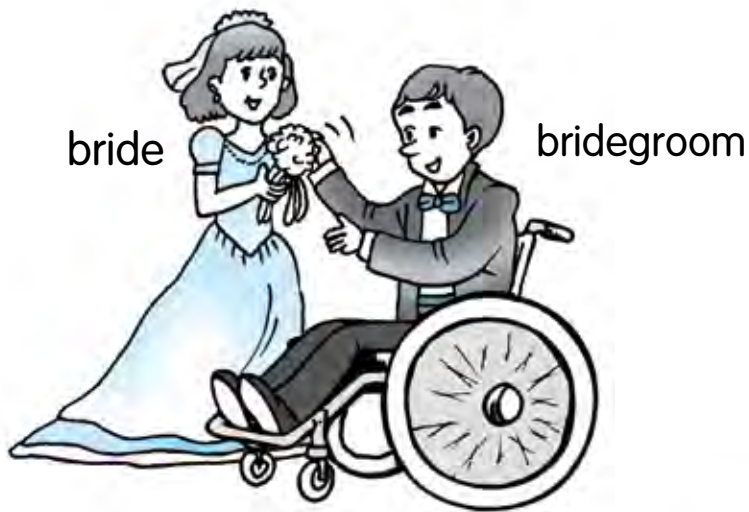
a ____________ of cattle

a ____________ of horses

One day a ____________ of coyotes tried to attack his animals. Farmer John yelled and waved a pitchfork to frighten them away.

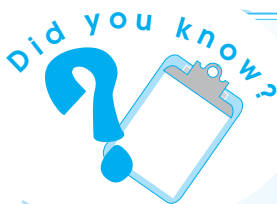
Masculine and Feminine Nouns

Masculine nouns are words for men and boys, and male animals.

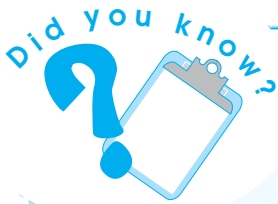
Feminine nouns are words for women and girls, and female animals.

Word File

Masculine	Feminine
boy	girl
man	woman
prince	princess
steward	stewardess
waiter	waitress

Here are some more masculine and feminine nouns for people.

Masculine	Feminine
actor	actress
brother	sister
emperor	empress
father	mother
gentleman	lady
grandfather	grandmother
grandson	granddaughter
headmaster	headmistress
man	woman
master	mistress
nephew	niece
prince	princess
son	daughter
steward	stewardess
uncle	aunt
wizard	witch

Masculine nouns belong to the **masculine gender.**
Feminine nouns belong to the **feminine gender**.

Here are some masculine and feminine nouns for male and female animals.

Animal	Male	Female
chicken	rooster	hen
cattle	bull	cow
deer	buck	doe
donkey	jack	jenny
duck	drake	duck
fox	fox	vixen
goose	gander	goose
horse	stallion	mare
lion	lion	lioness
sheep	ram	ewe
tiger	tiger	tigress

Nouns that end in -**ess** and -**ress** often belong to the feminine gender. For example:

act**ress** steward**ess**
lion**ess** tig**ress**
princ**ess** wait**ress**

Many nouns are used for both males and females.

doctors

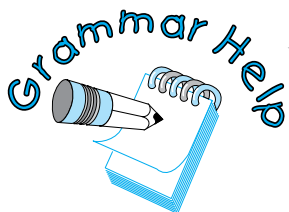
dancers

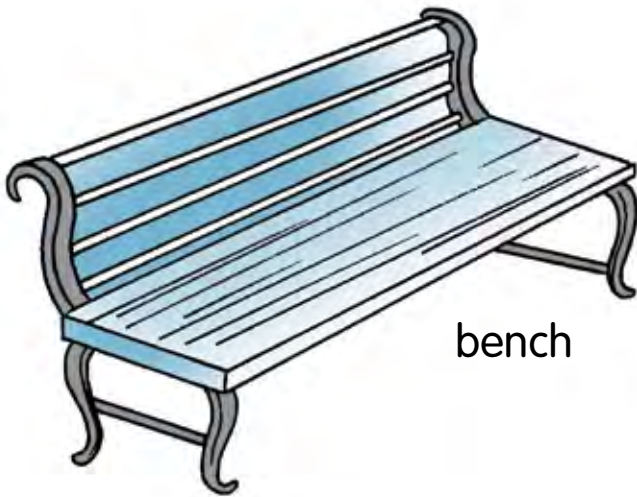
scientists

hairdressers

Word File

Nouns like these are used for both males and females:

accountants	parents
artists	managers
designers	pupils
engineers	singers
lawyers	teachers

We call these nouns **common-gender** nouns.

Words for things that are neither male nor female are called **neuter nouns**.

waterfall

Word File

Here are some neuter nouns:

ball	forest
building	gymnasium
broom	playground
cake	rock
computer	sky
card	socks
floor	wind

Exercise 1

Fill in the blanks with the correct *masculine* or *feminine* nouns.

	Masculine	Feminine
1	master	____________
2	uncle	____________
3	____________	niece
4	____________	lioness
5	tiger	____________
6	____________	empress
7	husband	____________
8	son	____________
9	____________	mother
10	____________	madam

Exercise 2

Fill in each blank with a suitable *masculine* or *feminine* noun.

1 The host and the ____________ welcomed their guests.

2 The steward and the ____________ look after the passengers on the plane.

3 My uncle and ________ lived in Nebraska.

4 The king and the _________ had two children, a boy and a ________. The prince was eight and the ____________ was five.

5 Ladies and ______________, welcome to our party this evening.

Exercise 3

Look at the words in the box. Write each word under its correct heading.

children	sun	witch	king
boy	son	father	girl
mother	queen	file	teacher
lamp	doctor	dancer	wizard
ram	rooster	elf	fish

Masculine	Feminine	Common Gender	Neuter
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________

4 Pronouns

A **pronoun** is a word that takes the place of a common noun or a proper noun. There are different kinds of pronouns.

Personal Pronouns

The words **I**, **you**, **he**, **she**, **it**, **we** and **they** are called **personal pronouns**. They take the place of nouns and are used as the **subject** of the verb in a sentence.

My name is **David**. **I** am the youngest in the family.

This is **my father**. **He** is a teacher.

This is **my mother**. **She** is a lawyer.

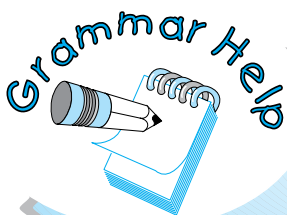
I have **a brother** and **two sisters**.

They are Peter, Sharon and Jenny.

I have **a dog**. **It** is called Lucky.

Lucky, **you** are a good dog.

Good morning, **children**! **You** may sit down now.

My family and I live in a big city. **We** have an apartment.

The **subject** of a sentence is the person, animal, place or thing that does the action shown by the verb.

The words **me**, **you**, **him**, **her**, **it**, **us** and **them** are also personal pronouns. They also take the place of nouns.

These pronouns are used as the **object** of the verb in a sentence.

I am standing on my head. Look at **me**.

My mother is kind. Everybody likes **her**.

Lisa, I told **you** to tidy your bed!

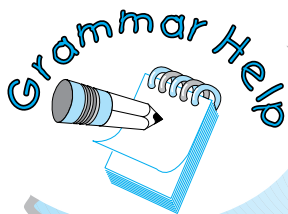
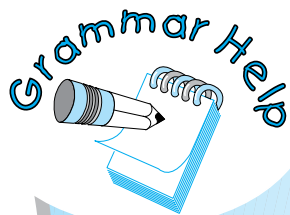
Sharon and Jenny! Dad is waiting for **you**!

Lucky and I are playing in the park. Dad is watching **us**.

You must not play with **the knife**. Give **it** to **me**.

Pick up **your toys** and put **them** away.

Baby birds cannot fly.
Mother bird has to feed **them**.

Tom likes riding **my bicycle**.
I sometimes lend **it** to **him**.

The **object** of a sentence is the person, animal, place or thing that receives the action shown by the verb.

There are three groups of pronouns: **first person**, **second person** and **third person.**

The **person speaking** is called the **first person**. The first-person pronouns are **I** or **me** (in the singular) and **we** or **us** (in the plural).

The **person spoken to** is called the **second person**. The second-person pronoun is **you** (in both singular and plural).

The **person** (or **animal**, or **thing**) **spoken about** is called the **third person**. The third-person pronouns are **he** or **him**, **she** or **her**, and **it** (in the singular), and **they** or **them** (in the plural).

The word **I** is always spelled with a capital letter.
The pronoun **he** is used for men and boys, **she** for women and girls, and **it** for things and animals.

Here is a table to help you.

	Subject	Object
First person singular	I	me
Second person singular	you	you
Third person singular	he she it	him her it
First person plural	we	us
Second person plural	you	you
Third person plural	they	them

Reflexive Pronouns

The words **myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves** and **themselves** are called **reflexive pronouns**.

They refer to the person or animal that is the subject of the verb.

I made this cake **myself**.

Be careful with the knife. **You**'ll cut **yourself**.

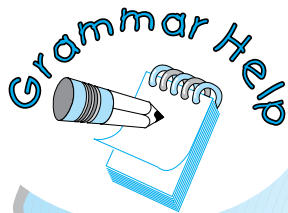
Michael is looking at **himself** in the mirror.

Susan has hurt **herself**.

Our **cat** washes **itself** after each meal.

We organized the party all by **ourselves**.

Come in, **children**, and find **yourselves** a seat.

Baby birds are too young to look after **themselves**.

Here is a table to remind you about reflexive pronouns.

	Singular	Plural
First person	(I,me) myself	(we,us) ourselves
Second person	(you) yourself	(you) yourselves
Third person	(he, him) himself	(they, them) themselves
	(she, her) herself	(they, them) themselves
	(it) itself	(they, them) themselves

Interrogative Pronouns

The words **who**, **whom**, **whose**, **what** and **which** are called interrogative pronouns.

These pronouns are used to ask questions.

Who

Who is he talking to?
Who are those people?

Whom

Whom are you playing with?
Whom is he talking to?

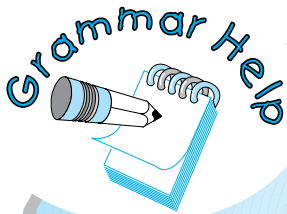
Which

Which of these bags is yours?
Which do you prefer?

Whose

Whose is this umbrella?
Whose are these gloves?

What

What is your dog's name?
What are you talking about?
What is the time?

Who can be used as the **object** of a verb as well as the **subject**.

Whom is used only as the **object**. For example, you can say:

Who are you playing with?
or
Whom are you playing with?

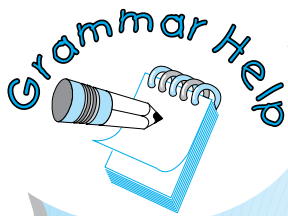
Demonstrative Pronouns

The words **this**, **these**, **that** and **those** are called **demonstrative pronouns**. They are showing words.

Those are goats.

These are sheep.

This is my house.
This is a hill.
These are donkeys.
What is **this**?
Did you drop **this**?
Hi, Jane! **This** is Michael!

That is John's house.
That is a mountain.
Those are horses.
What are **those**?
We can do better than **that**.
No, **that**'s not mine.
You mean you won? **That**'s amazing!
Hello, who is **that** speaking, please?
Hello, is **that** you, George?

You use **this** and **these** when you point to things **near** you.
You use **that** and **those** when you point to things **farther away**.

Demonstrative pronouns can be singular or plural:

Singular	Plural
this	these
that	those

Exercise 1

Draw a line to join each of the *subject pronouns* to the *object pronoun* that matches.

I he it she they you we

us her you them me him it

Exercise 2

Fill in the blanks with the correct pronouns.

1 Peter and I are brothers. ________ share a bedroom together.

2 Sue isn't well. Dad is taking ________ to see a doctor.

3 My brother is a teacher. ________ teaches English.

4 All his students like ________ very much.

5 Children, ________ are making too much noise!

6 Who are those people? Where are ________ from?

7 Mom is a doctor. ________ works in a hospital.

8 The sky is getting dark. ________ is going to rain.

9 John, we are all waiting for ________. Are you coming with ________?

10 May ________ borrow your pen?

11 Yes, of course. When can you return ________ to ________?

12 What are ________ reading, Jenny?

Exercise 3

Fill in the blanks with the correct *reflexive pronouns* from the box.

yourselves	themselves	itself	myself
himself	yourself	ourselves	herself

1 No one can help us. We have to help ____________.
2 Jane always makes the bed by ____________.
3 They painted the wall all by ____________.
4 I hurt ____________ in the playground yesterday.
5 John, you must behave __________ before your friends.
6 Children, you must do the homework ____________.
7 Tom defended ____________ against the bullies.
8 The dog is scratching ____________.

Exercise 4

Write the correct *interrogative pronouns* in the blanks to complete the sentences:

1 _______ is the matter with you?
2 _______ invented the computer?
3 _______ of the twins is older?
4 _______ do you wish to speak to?
5 _______ is this car in front of our house?
6 _______ knows the answer?
7 _______ came first, the chicken or the egg?
8 _______ would you like to drink?
9 _______ of them do you think will win the race?
10 _______ is the word for a stamp collector?

5 Adjectives

An **adjective** is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes, though, the adjective appears after the noun, later in the sentence.

a **smart** dog

an **old** building

a **tall** basketball player

a **busy** street
a **dark** corner
a **deep** sea
a **large** bed
It is **windy**.
John's handwriting is very **neat.**
The sea is **rough**.
All the players are very **tall**.
The baby's hands are very **small**.
Sue's drawing is **beautiful**.
That problem is too **difficult**.
Peter is very **quiet** today.

a **low** fence

Exercise 1

Underline the *adjectives* in the following sentences.

1. There is an empty room upstairs.
2. It's a hot summer.
3. You are so kind.
4. Don't be crazy.
5. This park is clean and green.
6. Many people exercise to keep healthy.
7. I think these eggs are rotten.
8. We are all bored. There isn't anything to do.
9. The pupils don't find the joke amusing.
10. James was absent because he was ill.

Exercise 2

Fill in the blanks with suitable *adjectives* from the box.

hot	large	short	free
high	sweet	poor	playful

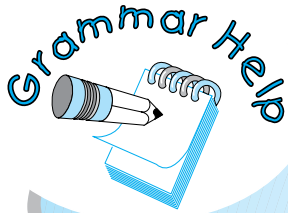
1. The ice cream is very __________.
2. It's very __________ in summer.
3. The company is giving away __________ gifts to its customers.
4. They live in a __________ house.
5. Jean is wearing a __________ skirt.
6. The climbers are climbing up a __________ mountain.
7. These puppies are very __________.
8. Many __________ people have no home.

Adjective Endings

Adjectives have different **endings**.
Some adjectives end in -**ful** or -**less**.

homeless people

playful puppies

a **beautiful** dress
a **careless** driver
a **faithful** dog
a **harmless** insect
a **useful** tool

An adjective that ends in -**less** is the opposite of the same adjective that ends in -**ful**.
For example:

careful	–	careless	useful	–	useless
colorful	–	colorless	harmful	–	harmless

The -**ful** ending means **having a lot of something**.
For example:

painful	=	having a lot of pain
hopeful	=	having a lot of hope

The -**less** ending means **without**.
For example:

leafless	=	without leaves
sleeveless	=	without sleeves

Some adjectives end in -**y**.

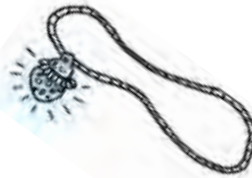
a **dirty** street
a **noisy** room
an **oily** pot
a **sleepy** passenger
a **sunny** day

a **stormy** sea

a **muddy** path

Some adjectives end in -**ive**.

an **active** child
an **attractive** hat
a **creative** toy

an **expensive** necklace

talkative pupils

Some adjectives end in -**ing**.

a **caring** nurse
an **interesting** book
loving parents
matching clothes
a **smiling** face

a **cunning** fox

dazzling sunshine

Some adjectives end in -**ly**.

a **costly** diamond ring
an **elderly** woman
lively kittens
a **lonely** boy
a **lovely** girl
a **weekly** magazine

a **daily** newspaper

a **friendly** police officer

Many **adverbs** also end in -**ly**.

Here are some adjectives with the endings -**able**, -**al**, -**en**, -**ible**, -**ish** and -**ous**.

a **broken** chair

a **famous** pop singer

childish behavior
a **comfortable** chair
a **dangerous** place
a **foolish** act
a **horrible** smell
a **loveable** koala

a **national** costume
a **musical** instrument
a **terrible** mess
a **woolen** sweater
a **wooden** table

a **poisonous** snake

Exercise 1

Add the correct endings to turn these words into *adjectives*.

-y	-ful	-less	-al

1 peace ________
2 storm ________
3 mud ________
4 forget ________
5 spot ________
6 dirt ________
7 music ________
8 nation ________
9 dust ________
10 play ________

Exercise 2

Add the correct endings to turn these words into *adjectives*.

-en	-y	-ing
-ish	-ous	-ly

1 wind ________
2 gold ________
3 friend ________
4 rot ________
5 danger ________
6 fool ________
7 charm ________
8 child ________
9 love ________
10 interest ________

Kinds of Adjectives

There are different kinds of adjectives.
Some adjectives describe the **qualities** of nouns.

a **cold** drink

a **hot** bun

an **ugly** monster

a **fierce** dog

a **loud** crash

a **beautiful** rainbow
a **clever** monkey
a **difficult** question
happy children
a **kind** lady
a **new** car
an **old** house
a **pretty** girl
a **rich** family
a **sad** story
a **strong** man
a **wicked** queen

Some adjectives tell you which place or country a person or thing comes from, or belongs to. They are called **adjectives of origin**.

Chinese kungfu

an **Indian** temple

A **Filipino** shirt

a **Mexican** hat

Dutch clogs

Australian apples
a **Balinese** dancer
the **English** language
the **French** flag
an **Italian** car
a **Japanese** garden
a **Scottish** kilt
Thai boxing

Some adjectives tell you the **color** of things.

Please get me some **white** paint.

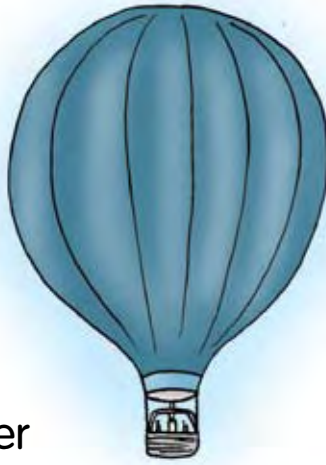
The sky is **gray**.

The sea is **blue**.
George is wearing **brown** shoes.
I don't like **green** apples.
Carrots are **orange**.
Flamingos are **pink**.
Eggplants are **purple**.
Roses are **red**.

Your hands are **black**!

Some adjectives tell you the **size** of the nouns they describe.

a **huge** balloon

a **big** hat
broad shoulders
a **high** mountain
a **large** ship
a **long** bridge
a **low** ceiling
a **narrow** path
small animals
tiny insects
a **wide** street

a **fat** sumo wrestler

a **thin** boy

a **short** man

The word **tall** describes people and narrow, upright objects. For example, you can say:

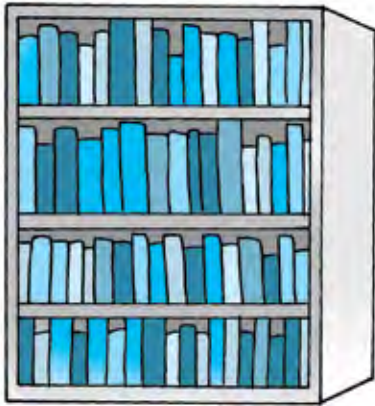
a **tall** girl　　a **tall** bookcase

The word **high** describes bigger or wider objects that reach a great height. For example, you can say:

a **high** mountain　　a **high** wall

Numbers are adjectives, too. They tell you how many people, animals, or things there are. Sometimes they are called **adjectives of quantity**.

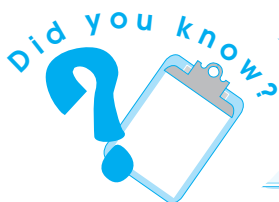
eleven hens
twelve geese
thirteen birds
fourteen mice
fifteen frogs
sixteen snails
seventeen kittens
eighteen ants
nineteen lizards
twenty butterflies

Other adjectives tell you something about quantity without giving you the exact number.

some soldiers

a lot of books

a little ice cream
a little rice
not **many** people
too **much** salt
lots of insects
plenty of money
some food
Is there **any** milk?

a few cups

a few puppies

Adjectives that tell you about **quantity** are also called **quantifying determiners**.

Exercise

Look at the underlined words in the following sentences. Do you know what kinds of adjectives they are?

In the blanks write *C* if the underlined words tell you about *color*, *S* if they tell you about *size*, *Ql* if they tell you about *quality*, *O* if they tell you about *origin*, or *Qn* if they tell you about the *number* or *quantity* of things.

1 Dad has two pairs of shoes. ____

2 One pair is brown and the other pair is black. ____ ____

3 This is a very simple puzzle. ____

4 What color is the American flag? ____

5 A kind fairy appeared before Cinderella. ____

6 He is a proud man. ____

7 There is some food left. ____

8 Tom is wearing a blue T-shirt. ____

9 Jack has ten marbles; Peter has twenty. ____ ____

10 How many marbles have Jack and Peter altogether? ____

11 There is an Indian temple in the city. ____

12 There is a large crowd outside the temple. ____

13 My house is just a few miles from the school. ____

14 They are driving a small car. ____

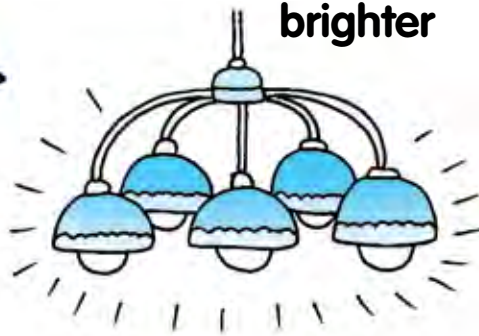
15 Sue likes those yellow and red balloons. ____ ____

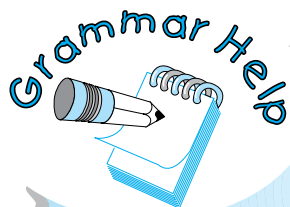
Comparison of Adjectives

When you compare two people or things, use the **comparative** form of the adjective.

Lots of comparative adjectives end in -**er**.

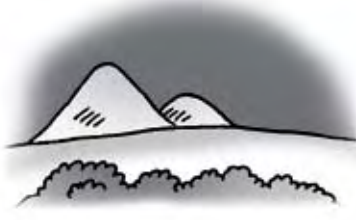
small **smaller**

fast **faster**

bright **brighter**

cheap	**cheaper**
clear	**clearer**
loud	**louder**
new	**newer**
old	**older**
rich	**richer**
short	**shorter**
tall	**taller**
slow	**slower**
thick	**thicker**

The word **than** is often used with comparative adjectives. For example, you might say:

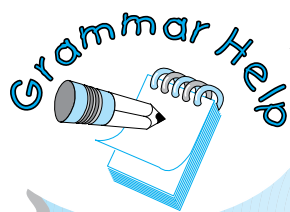
Jack is taller **than** John.

A sports car is faster **than** a motorbike.

Use the **superlative** form of an adjective to compare three or more nouns. Lots of superlatives end in -**est**.

dark darker **darkest**

thick thicker **thickest**

clean	cleaner	**cleanest**
easy	easier	**easiest**
fat	fatter	**fattest**
flat	flatter	**flattest**
heavy	heavier	**heaviest**
hot	hotter	**hottest**
narrow	narrower	**narrowest**
noisy	noisier	**noisiest**
simple	simpler	**simplest**
thin	thinner	**thinnest**
wet	wetter	**wettest**

long longer **longest**

You often add **the** before the superlative form. For example, you say:

Mount Everest is **the** highest mountain in the world.

Peter is **the** tallest boy in his class.

- With adjectives that end in -**e**, add -**r** to form the **comparative**, and -**st** to form the **superlative**. For example:

	Comparative	Superlative
close	close**r**	close**st**
large	large**r**	large**st**
safe	safe**r**	safe**st**
wide	wide**r**	wide**st**

- Some adjectives have only one syllable, end with a consonant, and have a single vowel before the consonant. With these adjectives, double the last letter before adding –**er** to form the **comparative**, and -**est** to form the **superlative**. For example:

	Comparative	Superlative
big	bi**gger**	bi**ggest**
dim	di**mmer**	di**mmest**
mad	ma**dder**	ma**ddest**
sad	sa**dder**	sa**ddest**

- Some adjectives have two syllables and end in -**y**. With these adjectives change the **y** to **i**. Then add -**er** to form the **comparative**, and -**est** to form the **superlative**. For example:

	Comparative	Superlative
busy	bus**ier**	bus**iest**
dirty	dirt**ier**	dirt**iest**
happy	happ**ier**	happ**iest**
pretty	prett**ier**	prett**iest**

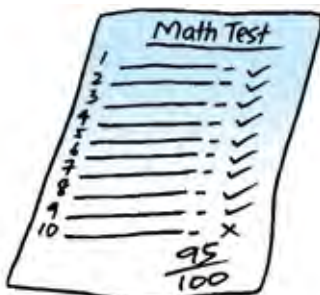
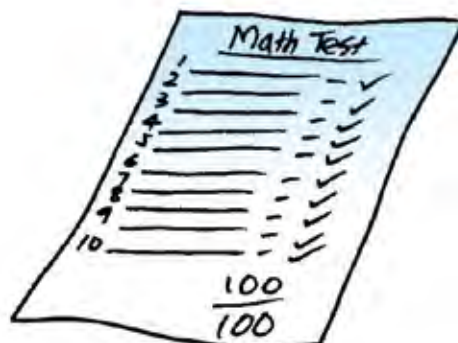
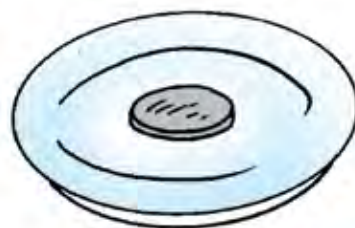
With some adjectives, you use **more** to make the comparative form, and **most** to make the superlative form.

beautiful | **more** beautiful | **most** beautiful

active	**more** active	**most** active
charming	**more** charming	**most** charming
cheerful	**more** cheerful	**most** cheerful
comfortable	**more** comfortable	**most** comfortable
delicious	**more** delicious	**most** delicious

Adjectives that form their comparative and superlative with **more** and **most** are usually adjectives with two or more **syllables**, or sounds. For example:

ac-tive	ex-pen-sive
beau-ti-ful	fa-mous
charm-ing	for-tu-nate
cheer-ful	in-tel-li-gent
com-fort-a-ble	pow-er-ful
de-li-cious	val-u-a-ble

The comparative and superlative forms of some adjectives are completely different words.

good	**better**	**best**
little	**less**	**least**

bad	**worse**	**worst**
few	**less**	**least**
many	**more**	**most**
much	**more**	**most**

With these adjectives, you don't add -**er** or **more** to form the comparative, or -**est** or **most** to form the superlative.

Exercise 1

Fill in the blanks with the correct *comparative* and *superlative* forms of the following *adjectives*.

	Comparative	Superlative
hard	______	______
cold	______	______
soft	______	______
tall	______	______
rich	______	______
mad	______	______
funny	______	______
big	______	______
sad	______	______
busy	______	______
noisy	______	______

Exercise 2

Fill in the blanks with the correct *comparative* and *superlative* forms of the following *adjectives*.

	Comparative	Superlative
foolish	______	______
harmful	______	______
poisonous	______	______
valuable	______	______
difficult	______	______
generous	______	______

6 Determiners

Determiners are words such as **this**, **those**, **my**, **their**, **which**. They are special adjectives that are used before nouns.

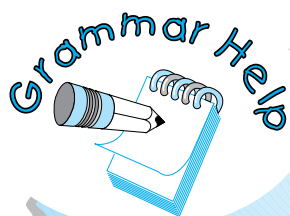
The Articles

The words **a**, **an** and **the** belong to this group of words called **determiners.**

The words **a** and **an** are called **indefinite articles**. You can use them with singular nouns to talk about any single person or thing.

Do you wear **a** uniform to school?

Can you hear **a** bird singing ?

This is **a** picture of **an** elephant.
Rudy is reading **a** book.
Mom bought me **a** new dress today.
You will need **an** umbrella when you go out.
She eats **an** apple **a** day.

The article **an** is usually used before words beginning with **vowels**. The article **a** is used before words beginning with **consonants**.

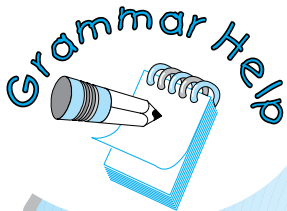
The word **the** is called the **definite article**. Use **the** before a noun when you are talking about a certain person or thing.

The telephone is ringing.

Tom has won **the** race.

Where's **the** cat?
I think she is under **the** bed.

Granny is sitting in **the** garden.
The street is very busy today.
The sky is getting dark.

The ice is melting.

You also use **the** before a noun when there is only **one**. For example:

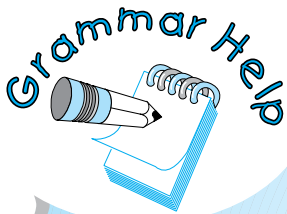
the sun
the moon
the sky
the front door of my house

Demonstrative Determiners

The words **this**, **that**, **these** and **those** are determiners. They are used to tell which thing or person you mean. These words are called **demonstrative determiners**, or **demonstrative adjectives**.

James lives in **this** house.

I am keeping **these** books.
I am selling **those** books.

This ice cream is delicious.
How much is **that** racket?
What is **that** animal?
Bring me **that** ball.
Would you like **these** apples?

You use **this** and **these** to point to people or things **near** you.

You use **that** and **those** to point to people or things that are **farther** from you.

You use **this** and **that** before singular nouns.
You use **these** and **those** before plural nouns.

Here's a table to help you remember the rules:

Singular	Plural
this	these
that	those

Interrogative Determiners

Use the words **what**, **which** and **whose** before nouns to ask about people or things. These words are called **interrogative determiners** or **interrrogative adjectives**.

What size do you wear?

What kind of bird is that?

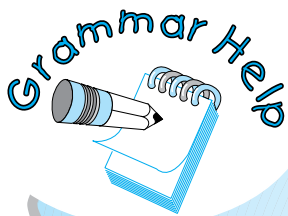
What time is it?
What color is her hair?
What kind of clothes do you like to wear?
Which school do you go to?
Which doll is your favorite?
Which road leads to the zoo?
Which runner is the winner?
Do you know **which** girl won the prize?
Whose footprints are these?
Whose baby is this?
Whose dog was barking in the middle of the night?

Possessive Determiners

The words **my**, **your**, **his**, **her**, **its**, **our**, **their** are called **possessive determiners** or **posessive adjectives**. Use these words before nouns to say who something belongs to.

I lent Margaret **my** guitar.

The dentist asked **his** patient to open **her** mouth.

Is this **your** house?
Robert, **your** handwriting is difficult to read.
Michael is showing **his** tortoise to **his** friends.
My sister lost **her** way in the city.
The lion is chasing **its** prey.

Here is a table to help you remember the **possessive determiners**.

	Singular	Plural
First person	my	our
Second person	your	your
Third person	his	their
	her	their
	its	their

Exercise 1

Fill in the blanks with *a, an* or *the*.

1 ____________ owl

2 ____________ rocket

3 ____________ apron

4 ____________ sun

5 ____________ page

6 ____________ computer

7 ____________ moon

8 ____________ Missouri River

9 ____________ mango

10 ____________ animal

11 ____________ eagle

12 ____________ baby

Exercise 2

Write *a, an* or *the* in the blanks to complete the sentences.

1 There is __________ rainbow in __________ sky.

2 Who is __________ man outside _______ gate?

3 __________ doctor gave Jane __________ injection.

4 Paul opened __________ door to let __________ dog in.

5 Mark is __________ only child in _________ family.

6 What's _______ largest animal in __________ world?

7 There's __________ nest in __________ tree.

8 Sue is writing __________ letter to her grandfather.

9 Jack has __________ brother and __________ sister.

10 We reached __________ top of _______ hill in two hours.

Exercise 3

Fill in the blanks with the correct *demonstrative adjectives*.

1 Come and look at _________ insects.
2 Stop _________ man!
3 I was in fifth grade last year. I am in sixth grade _________ year.
4 Bring _________ chairs here.
5 _________ ice cream is delicious.
6 Can you see _________ stars in the sky?

Exercise 4

Are the underlined words *demonstrative adjectives* or *demonstrative pronouns*? Write *DA* (for demonstrative adjectives) or *DP* (for demonstrative pronouns) in the blanks.

1 This house has five bedrooms. _________
2 Who is that man? _________
3 This is our school. _________
4 These are wild animals. _________
5 That is right. _________
6 What's that noise? _________
7 These books are Jane's. _________
8 Those books belong to me. _________
9 These are donkeys. _________
10 Those are horses. _________

Exercise 5

Choose the correct *possessive adjectives* from the box to fill in the blanks.

my	his	your	her
its	our	their	

1 Is this Jane's dog? Yes, this is ______ dog.
2 The dog is chasing ________ own tail.
3 Peter, is ________ father at home?
4 Rudy is showing ________ stamps to Ali.
5 I am going to ________ aunt's house this evening.
6 We always keep ________ classroom clean.
7 Children, have you all finished ________ homework?
8 The children are proud of ________ school.

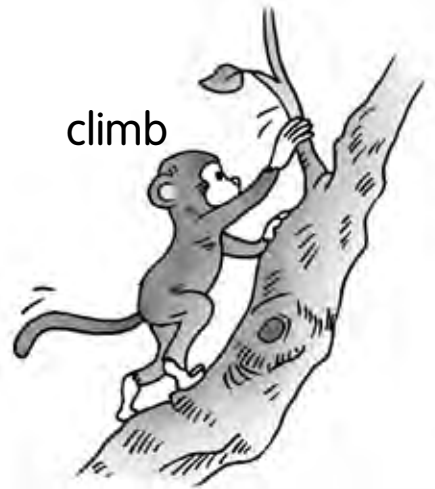
Exercise 6

Choose the correct *interrogative adjectives* from the box to fill in the blanks.

what	which	whose

1 ________ kind of animal is that?
2 ________ runner is the winner?
3 ________ is the matter?
4 ________ desk is this?
5 ________ handphone is ringing?
6 ________ is your name?
7 ________ twin is taller?
8 ________ hand is holding the pebble?

7 Verbs and Tenses

Most **verbs** are **action words**. They tell you what people, animals or things are doing.

Word File

act	jump
bake	move
bend	pull
buy	run
close	shout
cook	sing
cross	sit
fall	slide
fly	stand
go	start
grow	swim
hop	walk

The Simple Present Tense

The **simple present tense** expresses a general truth or a customary action.

Uncle Joe **wears** glasses.

The sun **rises** in the east.

Ducks **love** water.

The children **go** to school by bus.

Mary **enjoys** singing.

Peter sometimes **lends** me his bike.

Cows **eat** grass.

Monkeys **like** bananas.

Tom **collects** stamps.

The earth **goes** around the sun.

It often **snows** in winter.

We always **wash** our hands before meals.

We **eat** three meals a day.

Father **takes** the dog for a walk every morning.

Use the simple present tense to talk about things that are planned for the future.

Melanie **starts** school tomorrow.

Next week I **go** to summer camp.

The train **departs** in five minutes.

We **join** the senior scout troop in July this year.

My big brother **leaves** school at 4 o'clock.

The new supermarket **opens** next Friday.

The new grammar book **comes** out in September.

Grandad **retires** next year.

We **fly** to London next Thursday.

The plane **lands** at 5:30 P.M.

We **move** to our new house in a month.

My big sister **begins** her summer job next week.

Exercise 1

Underline the *verbs* in the following sentences.

1. The children go to school by bus.
2. Bats sleep during the day.
3. These toys belong to Kathy.
4. Every pupil has a good dictionary.
5. Polar bears live at the North Pole.
6. Most children learn very fast.
7. Mr. Thomas teaches us science.
8. The earth goes around the sun.
9. We never cross the street without looking.
10. Many stores close on Sunday.

Exercise 2

Fill in the blanks with the *simple present tense* of the verbs in parentheses.

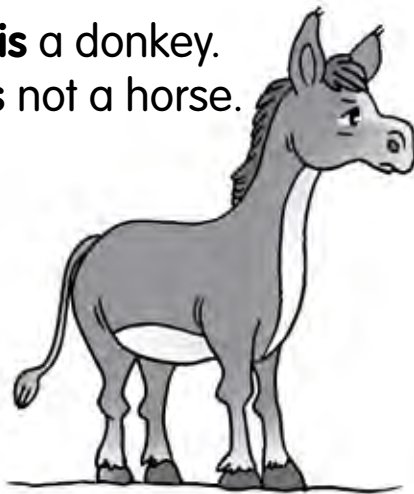
1. Winter _________ after autumn. (come)
2. A dog _________. (bark)
3. You _________ tired. (look)
4. Everyone _________ mistakes. (make)
5. Ali _________ in a department store. (work)
6. Judy _________ English very well. (speak)
7. Tim's knee _________. (hurt)
8. Monkeys _________ bananas. (like)
9. Kate always _________ sandwiches for lunch. (eat)
10. He _________ very fast. (type)

Am, Is and Are

The words **am**, **is**, **are** are also verbs, but they are not action words. They are the simple present tense of the verb **be.**

Use **am** with the pronoun **I**, and **is** with the pronouns **he**, **she** and **it**. Use **are** with the pronouns **you**, **we** and **they**.

It **is** very hot today.
It **is** not very comfortable.

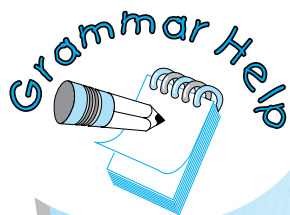
It **is** a donkey.
It **is** not a horse.

I **am** Peter. I **am** not Paul.

She **is** Miss Lee. She **is** a teacher.

He **is** my father. He **is** a doctor. He **is** not a lawyer.

You **are** a stranger. You **are** not my friend.

We **are** in the same class, but we **are** not on the same team.

They **are** good friends. They **are** not enemies.

Here's a table to help you remember how to use **am**, **is** and **are**:

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	he is	they are
	she is	they are
	it is	they are

Learn these short forms called contractions:

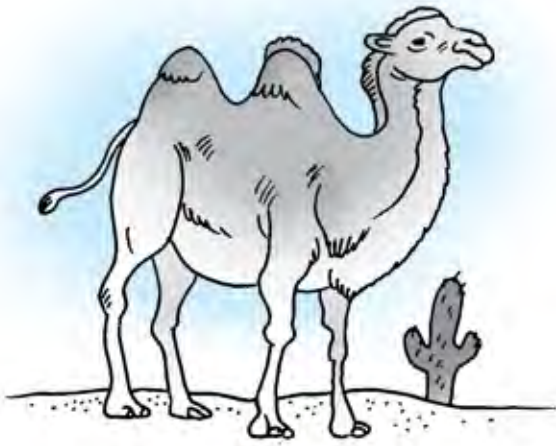
I am	=	I'm	they are	=	they're
you are	=	you're	we are	=	we're
he is	=	he's			
she is	=	she's			
it is	=	it's			
am not	=	aren't (only in questions)			
is not	=	isn't			
are not	=	aren't			

In questions, use **aren't** as a contraction of **am not**. For example, you can say:

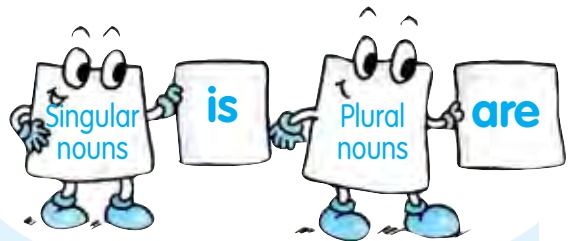
I'm taller than you, **aren't** I?

But in a statement you say:

I'**m not** as old as you.

Use the verb **is** with singular nouns and **are** with plural nouns.

The camel **is** a desert animal.

Vegetables and fruit **are** healthy foods.

Lambs **are** baby sheep.

Kenneth **is** a lawyer.
Rex **is** a clever dog.
A duck **is** a kind of bird.
The playground **is** full of people today.
My house **is** near the school.
These questions **are** too difficult.
The balloons **are** very colorful.
Those people **are** very busy.
Dad and Mom **are** in the kitchen.

Use **is** and **are** with the word **there** to say what you can see and hear.

There is a castle on the hill.
There are some clouds in the sky.

There is a wasps' nest in the tree.

There is a fence around the school.

There are a lot of books in the library.

There are two guards at the gate.

Is there any food in the fridge?

Are there any apples left on the tree?

How much rice **is there**?

There are a few sharks in the bay.

There are enough candies for everyone, **aren't there**?

There are two pigeons on the roof.

Learn this contraction:

there is = there's

Exercise 1

Fill in the blanks with *am, is* or *are*.

1 They _________ my good friends.
2 He _________ a soldier.
3 You _________ taller than Charlie.
4 She _________ ill.
5 We _________ very hungry.
6 It _________ a sunny day.
7 I _________ angry with Joe.
8 You _________ all welcome to my house.

Exercise 2

Fill in the blanks with *is* or *are*.

1 John's dog _________ very friendly.
2 Robert _________ ten years old.
3 These flowers _________ very pretty.
4 The two schools _________ close to each other.
5 Math _________ not a very difficult subject.
6 _________ dinner ready?
7 This computer _________ very easy to use.
8 All the windows _________ open.
9 Sue and Jane _________ neighbors.
10 His hair _________ curly.

Exercise 3

Fill in the blanks with *There is* or *There are*.

1 ________________ a fence around the barn.

2 ________________ trees along the road.

3 ________________ a rainbow in the sky.

4 ________________ lots of parks in our town.

5 ________________ nothing in the cupboard.

6 ________________ not many bedrooms in the new house.

7 ________________ lots of mistakes on your test paper.

8 ________________ a wasps' nest in the tree.

9 ________________ ants in the cookies.

10 ________________ many different kinds of animals in the zoo.

11 ________________ plenty of food on the table.

12 ________________ a church on the hilltop.

13 ________________ no more water in the pool.

14 ________________ too many people on the beach.

15 ________________ only a few customers in the shop.

The Present Progressive Tense

When do you use the **present progressive tense**? To talk about actions in the present, or things that are still going on or happening now.

I'**m playing** chess with my friend.

She'**s riding** a horse.

He'**s taking** a walk in the park.

The man'**s counting** the money.

They **are practicing** tai chi.

We'**re rushing** to the airport to meet Mr. Smith.

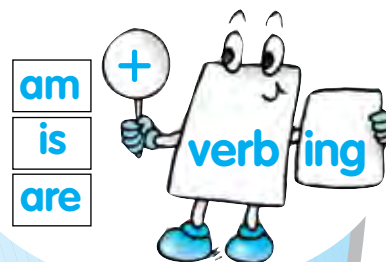
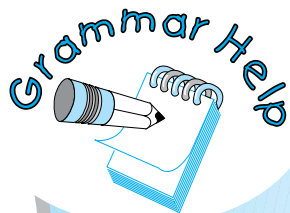
They **are still sleeping**.

They **are swimming** in the sea.

What **are** they **doing**?

What'**s happening**?

Why **aren't** you **doing** your homework?

Aren't I **sitting** up straight?

- Form the present progressive tense like this:

  am + present participle
  is + present participle
  are + present participle

- The **present participle** is the form of a verb ending with -**ing**. For example:

  show + ing = showing
  come + ing = coming

- You have to double the last letter of some verbs before you add -**ing**. For example:

get	+	ing	=	ge**tt**ing	rob	+	ing	=	ro**bb**ing
nod	+	ing	=	no**dd**ing	stop	+	ing	=	sto**pp**ing
jog	+	ing	=	jo**gg**ing	swim	+	ing	=	swi**mm**ing

- Notice that the verbs above are all **short verbs** of just **one syllable**.

  They all end with a **consonant** such as **b**, **d**, **g, m**, **p**, **t** and have only **one vowel** before the consonant.

- If a verb ends in **e**, you usually have to drop the **e** before you add -**ing**. For example:

  chase + ing = chasing
  cycle + ing = cycling
  drive + ing = driving
  smile + ing = smiling

Use the present progressive tense to talk about things you have planned to do, or things that are going to happen in the future. To form the present progressive tense, use **am**, **is** and **are** as **helping verbs** or **auxiliary verbs**.

When **are** you **taking** me to the zoo?

We **are having** a barbecue later this evening.

We **are going** camping tomorrow.

I'**m starting** piano lessons soon.

Jim's parents **are taking** him to Texas next week.

My favorite TV program **is starting** in a minute.

All our friends **are coming**.

Who'**s bringing** salad for the barbecue? I **am**.

I **am visiting** Joe next week.

Where **are** you **going** for your vacation?

What **are** we **eating** for dinner?

Exercise 1

Write the *present participle* of these verbs on the blanks.

1 come ____________ 7 go ____________

2 run ____________ 8 ask ____________

3 sleep ____________ 9 catch ____________

4 fall ____________ 10 write ____________

5 jump ____________ 11 drop ____________

6 climb ____________ 12 bring ____________

Exercise 2

Fill in the blanks with the *present progressive tense* of the verbs in parentheses.

1 They ________________ the roller-coaster ride. (enjoy)

2 Jill ________________ her hair. (wash)

3 It ________________ dark. (get)

4 The dentist ________________ Sue's teeth. (examine)

5 The train ________________ through the tunnel. (pass)

6 The men ________________ very hard in the sun. (work)

7 What _________ the theater _________ today? (show)

8 We ________________ a snowman. (make)

9 The plane ________________ above the clouds. (fly)

10 The teachers ________________ a meeting. (have)

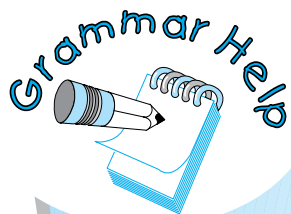
Have and Has

The verbs **have** and **has** are used to say what people own or possess. They are also used to talk about things that people do or get, such as illnesses. These words are the simple present tense of the verb **have**.

Peter **has** a sore knee.

We **have** breakfast at 7:00 A.M.

He **has** a lot of stamps.
She **has** long hair.
Our house **has** large windows.
I **have** a younger brother.
We **have** art lessons on Mondays.
Have a cookie, if you like.
Dad **has** a cold.
Jenny often **has** sandwiches for lunch.

Monkeys **have** long tails.

Use **has** with **he**, **she**, **it**, and with **singular nouns**. Use **have** with **I**, **you**, **we**, **they**, and with **plural nouns**.

Here is a table to help you remember the rules:

	Singular	Plural
First person	I have	we have
Second person	you have	you have
Third person	he has she has it has	they have they have they have

Learn these contractions:

I have	=	I've
you have	=	you've
he has	=	he's
she has	=	she's
it has	=	it's
we have	=	we've
they have	=	they've

have not	=	haven't
has not	=	hasn't

Exercise 1

Fill in the blanks with *have* or *has*.

1 We _________ a new science teacher.

2 He _________ a bad temper.

3 I often _________ fruit for dessert.

4 You _________ a good chance of winning the prize.

5 She always _________ oatmeal for breakfast.

6 The broom _________ a blue handle.

7 They never _________ any problem with tests.

Exercise 2

Fill in the blanks with *have* or *has*.

1 The girls _________ golden hair.

2 An insect _________ six legs.

3 Dad _________ his cell phone with him.

4 The children _________ a new swing set.

5 Many poor people _________ nothing to eat.

6 Chicago _________ a very big airport.

7 A triangle _________ three sides.

8 The man _________ two daughters.

9 James _________ a toothache.

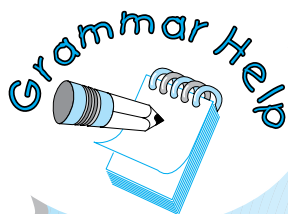
10 All the passengers _________ their tickets.

The Present Perfect Tense

Use the **present perfect tense** to talk about happenings in the past that explain or affect the present. The verbs **have** and **has** are used as "helping" or auxiliary verbs to form the present perfect tense.

It'**s been** very wet today.

Kim'**s cut** her finger.

Sam **has scored** two goals.
I'**ve** just **finished** my shower.
Uncle Tom **has lost** his wallet.
John **has gone** out.
The Lees **have moved** to Ohio.
It **has not rained** for months.
Have you **found** your keys yet?
Tim **has made** two spelling mistakes.
They **have opened** a new shop.

To form the **present perfect tense** join **have** or **has** to the past participle of the verb:

have	+	past participle
has	+	past participle

The **past participle** of a regular verb usually ends in -**ed,** just like the simple past tense. But the past participles of irregular verbs don't follow this rule.

Exercise 1

Write the *past participle* of these verbs on the blanks.

1 break ________________ 6 buy ________________

2 drink ________________ 7 find ________________

3 cut ________________ 8 draw ________________

4 do ________________ 9 hear ________________

5 sing ________________ 10 know ________________

Exercise 2

Fill in the blanks with the *present perfect tense* of the verbs in parentheses.

1 Dad ________________ his car key. (lose)

2 All the guests ________________. (arrive)

3 Tony ________________ a goal. (score)

4 Peter ________________ in the tent several times. (sleep)

5 It ______________ not ______________ for two months. (rain)

6 Some prisoners ________________ from the prison. (escape)

7 The plane ________________ at the airport. (land)

8 John ________________ a puppet. (make)

9 Dad and I ________________ a big fish. (catch)

10 I ________________ this movie twice. (see)

The Simple Past Tense

Use the **simple past tense** to talk about things that happened in the past. The simple past tense is also used to talk about things that happened in stories.

The wicked Queen **gave** Snow White a poisoned apple.

Pinocchio's nose **grew** longer every time he told a lie.

Dinosaurs **lived** millions of years ago.

I **bought** a new camera last week.
Joe **learned** to play the guitar very quickly.
We **drove** to the safari park last weekend.
The giant panda **gave** birth to a cub last night.
Yesterday Dad **took** me to the carnival.
The plane **landed** a few minutes ago.
The children **visited** a farm during the holidays.
Who **invented** the computer?
Jack and Jill **went** up the hill.
Little Red Riding Hood **decided** to visit her grandmother.
The Three Bears **found** Goldilocks asleep in their house.

Regular and Irregular Verbs

The simple past tense of most verbs ends in -**ed**. These verbs are called **regular verbs**.

Spelling File

Base Form	Simple Past
aim	aimed
bake	baked
open	opened
happen	happened
pull	pulled
push	pushed
scold	scolded
shout	shouted
visit	visited
wait	waited
walk	walked
work	worked

Who **closed** all the windows?

It **snowed** last night.

Mom **opened** the door for us.

Sally **petted** the dog.

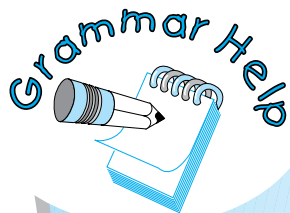
That event **happened** long ago.

We **visited** our uncle last week.

They **walked** to school together yesterday.

They **worked** until twelve last night.

Dad **tried** to fix the light.

William Tell **aimed** at the apple on his son's head.

- The **simple past tense** is usually formed by adding -**ed** to the verb. For example:

jump	+	ed	=	jumped	lift	+	ed	=	lifted
laugh	+	ed	=	laughed	look	+	ed	=	looked

- If the verb ends with -**e**, just add -**d**. For example:

agree	+	d	=	agreed	hate	+	d	=	hated
die	+	d	=	died	live	+	d	=	lived

- Remember these spelling rules:
  You must double the last letter of some verbs before adding -**ed**. For example:

fan	+	ed	=	fa**nn**ed	pat	+	ed	=	pa**tt**ed
grab	+	ed	=	gra**bb**ed	rip	+	ed	=	ri**pp**ed
nod	+	ed	=	no**dd**ed	slam	+	ed	=	sla**mm**ed

- Notice that the verbs above are all **short verbs** of just **one syllable**. They all end with a **consonant** such as **b**, **d**, **m**, **n**, **p**, **t**, and have only a **single vowel** before the consonant.

- With verbs that end in -**y**, change the **y** to **i** before adding -**ed**. For example:

bury	+	ed	=	buried	fry	+	ed	=	fried
carry	+	ed	=	carried	hurry	+	ed	=	hurried
cry	+	ed	=	cried	try	+	ed	=	tried

The simple past form of some verbs does *not* end in -**ed**. Such verbs are called **irregular verbs**.

The simple past tense of some irregular verbs does *not* change at all.

David **hurt** his foot when he jumped over the drain.

The worker **cut** down the tree this morning.

Her ring **cost** only 10 dollars.

He **hit** the ball over the net.

Dad **read** to us last night.

He **shut** the door.

I **put** some sugar in my coffee.

Spelling File

Base Form	Simple Past
beat	beat
burst	burst
cost	cost
cut	cut
hit	hit
hurt	hurt
put	put
read	read
split	split
shut	shut

Most irregular verbs, however, take a different form in the simple past tense.

Sam **bent** the stick in two.

Spelling File

Base Form	Simple Past
bend	bent
break	broke
bring	brought
buy	bought
fall	fell
fly	flew
get	got
hear	heard
keep	kept
lose	lost
sell	sold
shoot	shot
sleep	slept

Tom **shot** and scored a goal.

I **lost** my pen on the bus.
We **sold** our car last week.
The baby **slept** right thought the night.
Peter **got** a watch for his birthday.
I **heard** a noise in the night.
He **brought** his pet mouse to school.
My book **fell** off the desk.

A bird **flew** into the classroom.

Exercise 1

Write the *simple past tense* of these verbs on the blanks.

1	take	____________	7	tell	____________
2	walk	____________	8	write	____________
3	rain	____________	9	sit	____________
4	shut	____________	10	read	____________
5	open	____________	11	close	____________
6	cry	____________	12	cook	____________

Exercise 2

Fill in the blanks with the correct *simple past tense* of the verbs in parentheses.

1 She ____________ home alone. (go)
2 The wind ____________ throughout the night. (blow)
3 An apple ____________ on his head. (drop)
4 The Princess's ball ____________ into the well. (roll)
5 A frog ____________ into the well and ____________ it back to her. (jump/bring)
6 Jack ____________ the highest grade in his English class. (get)
7 The party ____________ at 8:00 P.M. (begin)
8 He ____________ his old car and ____________ a new one. (sell/buy)
9 Jack ____________ up the ladder carefully. (climb)
10 Who ____________ all the windows? (shut)

Was and Were

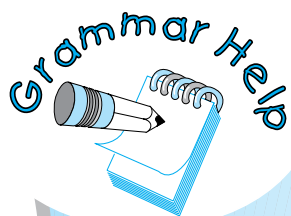
The verbs **was** and **were** are also forms of the verb **be**. **Was** is the simple past tense of **am** and **is**. Use **was** with the pronouns **I**, **he**, **she** and **it**, and with **singular nouns**.

Edison **was** a famous inventor.

Beethoven **was** a German composer.
Sue **was** at the library this morning.
It **was** very wet on Monday.
Ten years ago she **was** only a baby.
He **was** not well yesterday.
Last year she **wasn't** tall enough to reach the high shelf.
Samantha **was** second in the race, **wasn't she**?

Were is the simple past tense of **are**. Use **were** with the pronouns **you**, **we** and **they**, and with plural nouns.

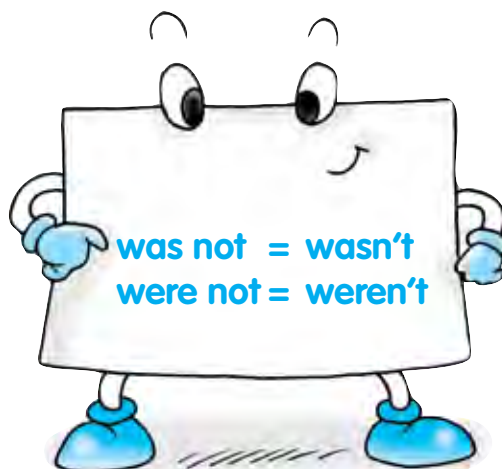
These **were** my best jeans.

The Romans **were** brave soldiers.
They **were** third in the wheelbarrow race.
There **weren't** any clouds in the sky.
Were you still in bed when I phoned?
We **were** on the same school team.
Those **were** my best jeans.

Here is a table to help you remember the rules:

	Singular	Plural
First person	I was	we were
Second person	you were	you were
Third person	he was	they were
	she was	they were
	it was	they were

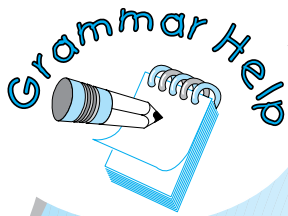
Here's a table to show you the different forms of the verb **be**:

	Simple Present	Simple Past
First person singular	am	was
Second person singular	are	were
Third person singular	is	was
First person plural	are	were
Second person plural	are	were
Third person plural	are	were

Learn these contractions:

The Past Progressive Tense

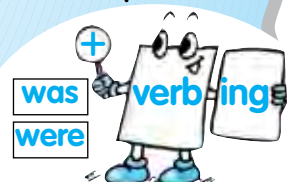
Use the **past progressive tense** to talk about actions that were going on at a certain moment in the past.

Mary **was waiting** for the bus when Peter passed by.

Miss May **was cleaning** the chalkboard.
Sally **was packing** her books into her schoolbag.
Jenny and I **were tidying** the classroom.
The twins **were fighting** in the corner.
Michael and John **were washing** the paint brushes.
Mom **was cooking** our supper when I came home.

You form the **past progressive tense** like this:

was + present participle
were + present participle

In the examples above, **was** and **were** are called **helping verbs**, or **auxiliary verbs**. They help to form the **past progressive tense** when you join them to the **present participle** (the form of verbs ending in -**ing**) . For example:

Ben **was doing** his homework.
Peter **was making** a model of a bridge.

Exercise 1

Fill in the blanks with *was* or *were*.

1 We _________ the champions last year.

2 Where is James? He _________ here just now.

3 Mom and Dad _________ on vacation last week.

4 The weather _________ fine this morning.

5 There _________ a lot of people at our party yesterday.

6 There _________ a small lake here many years ago.

7 He _________ sick yesterday.

8 Don't blame him. It _________ my mistake.

Exercise 2

When Miss May walked into the class what were the children doing? Fill in the blanks with the correct *past progressive tense* of the verbs in brackets.

1 James _______________ to Peter. (talk)

2 Sue _______________ a storybook. (read)

3 Rudy _______________ the chalkboard. (erase)

4 David _______________ his math exercise. (do)

5 Peter _______________ Joe his new watch. (show)

6 Jane _______________ a horse in her notebook. (draw)

7 Ahmad _______________ for his pencil. (look)

8 Some children _______________ a lot of noise. (make)

The Future Tense

Use the **future tense** for things that have not happened yet, but are going to happen.

Use the verbs **shall** and **will** as **helping verbs** or **auxiliary verbs** to form the future tense.

I **shall be** eight years old next year.

They **will finish** the job next week.

The weatherman says it **will rain** this afternoon.

We **shall play** a game of chess after lunch.

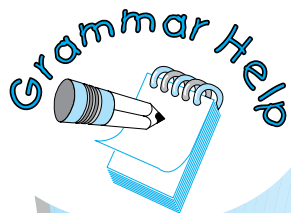
You **will be** sick if you eat too much.

I hope it **won't rain** tomorrow.

Sharon is ill. She **will not be** at the party.

You **will enjoy** visiting New Zealand.

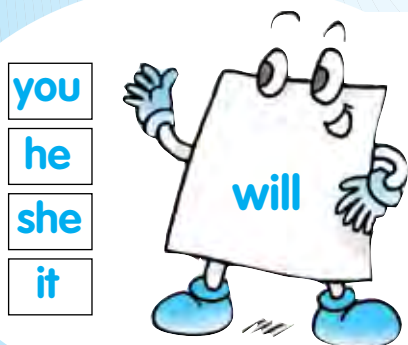
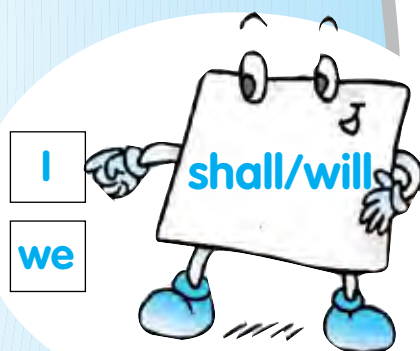
Dad **will be** back for dinner.

He **will make** lots of friends at his new school.

Use **shall** or **will** with **I** and **we**.
Use **will** with **you**, **he**, **she**, **it** and **they**.

Here is a table to help you remember the rules:

	Singular	Plural
First person	I shall I will	we shall we will
Second person	you will	you will
Third person	he will she will it will	they will they will they will

Learn these contractions:

I shall	=	I'll	we shall	=	we'll
I will	=	I'll	we will	=	we'll
you will	=	you'll	they will	=	they'll
he will	=	he'll			
she will	=	she'll	shall not	=	shan't
it will	=	it'll	will not	=	won't

There are other ways of talking about future actions and happenings.

You can use **going to**.

I think I'**m going to be** sick.

We **are going to bake** a cake this afternoon.

I'm sure Mom and Dad **are going to be** proud of me.

When **are** you **going to clean** your room?

They **are going to wash** the car for Dad.

It **is going to get** dark very soon.

You can also use the **simple present tense** to talk about things that have been arranged for the future.

The new supermarket **opens** tomorrow.

James **moves** to the second grade next year.

The new school year **starts** on Monday.

Next month I **go** to summer camp.

We **have** a history test next week.

The bus **leaves** in ten minutes.

Exercise 1

Fill in the blanks with the correct *future tense* of the verbs in brackets, using *shall* or *will*.

1 You __________ fat if you eat too many desserts. (grow)
2 The new school building __________ ready soon. (be)
3 We __________ to the zoo after breakfast. (go)
4 I __________ my bath before dinner. (take)
5 Peter __________ lots to do on his grandmother's farm. (find)
6 If we ask her, she __________ us how to play chess. (teach)
7 If he works hard, he __________ his exams. (pass)
8 __________ we __________ home now? (go)

Exercise 2

Complete these sentences by changing *shall* or *will* to the appropriate form of the verb *be + going to* (i.e., *am, is,* or *are + going to*).

1 They will be busy tomorrow.
They ______________ be busy tomorrow.
2 I hope I will be ready on time.
I hope I ______________ be ready on time.
3 We shall visit James this evening.
We ______________ visit James this evening.
4 It will rain soon.
It ______________ rain soon.
5 Dad will take us to the movies tomorrow.
Dad ______________ take us to the movies tomorrow.

Can and Could

The verbs **can** and **could** are both **helping** or **auxiliary verbs**. Use **can** and **could** to talk about people's **ability** to do things.

Can and **could** are used with the pronouns **I**, **you**, **he**, **she**, **it**, **we** and **they**, and with **singular** or **plural nouns**.

Could is the past tense of **can**.

Jack ran as far as he **could**.

Some birds **cannot fly**.

He **can run** faster than Arthur.

She **cannot afford** such an expensive ring.

I'm full. I **can't eat** any more.

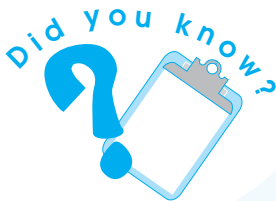
Can you **help** me?

Can I **come** with you?

I knew you **could do** it if you tried.

She **could not come** because she was ill.

Miss Lee said we **could go** home early.

All the King's men **could not put** Humpty Dumpty together again.

People often use **can** when they are asking for permission to do something. For example:

Can I **use** your pen? Yes, here it is.

When you put **not** after **can**, you write it as one word: **cannot**

Learn these contractions: cannot = can't
could not = couldn't

May and Might

May and **might** are **helping** or **auxiliary verbs,** too.

- Use **may** to ask if you are allowed to do something, or to give someone permission to do something.

May I **watch** television now?
Yes, you **may**.

May I **borrow** your pen?
You **may come** in.
You **may go** now.

- **May** is also used to talk about things that are likely to happen.

Take an umbrella. It **may rain**.

If it continues to rain, there **may be** a flood.

I **may go** to Sue's birthday party if I'm free.

You **may fall** down if you aren't careful.

- **Might** is used as the past tense of **may**.

He realized he **might catch** the earlier train if he hurried.
I knew my teacher **might find** out.

You can also use **might** to talk about things that are possible. For example:

Put your purse away or it **might get** stolen.
You **might slip**, so hold on to the railing.

Exercise

Fill in the blanks with *can, could, may* or *might*.

1. ________ you jump over the hurdle?
2. We ran as fast as we ________.
3. Some people ________ speak three languages.
4. Jean ________ dance quite well.
5. The man is shouting. He ________ need help.
6. If you hurry you ________ catch the train.
7. Dave doesn't look well. He ________ have a fever.
8. The baby is crying. She ________ be hungry.
9. ________ I borrow your bike?
10. I don't know where Jane is. You ________ find her in the library.
11. ________ you drive?
12. Who ________ answer the question?
13. ________ you show me the way to the zoo?
14. He ________ play the piano.

Do, Does and Did

Use **do**, **does** and **did** to talk about actions.

Use **do** with the pronouns **I**, **you**, **we** and **they**, and with **plural nouns**. Use **does** with the pronouns **he, she** and **it**, and **singular nouns**.

Did is the **simple past tense** of **do** and **does**.

Dad **does** the dishes.

Mom **does** the cooking.

We always **do** exercise together.

He **does** such interesting work.

They **do** amazing tricks.

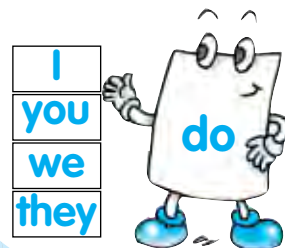
Who **did** this drawing? Henry did.

Sally **did** her hair in front of the mirror.

They **did** the dusting and cleaning.

Jane **did** all the laundry by herself.

You **did** well in the test.

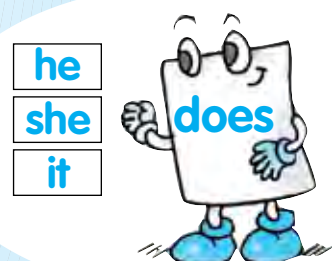
I **did** poorly on my exam.

- Here's a table to remind you about the use of **do** and **does**:

	Singular	Plural
First person	I do	we do
Second person	you do	you do
Third person	he does	they do
	she does	they do
	it does	they do

- Here's a table to remind you about the use of the verb **did**:

	Singular	Plural
First person	I did	we did
Second person	you did	you did
Third person	he did	they did
	she did	they did
	it did	they did

- Learn these contractions:

do not	=	don't
does not	=	doesn't
did not	=	didn't

You can also use **do**, **does** and **did** as **helping verbs** to ask and answer questions.

Where **did** you find the wallet?

Do ducks **like** water? Yes, they **do**.

Do you **like** ice cream? Yes, I **do**.

Does it **rain** often here? Yes, it **does**.

Does he **enjoy** music? Yes, he **does**.

Did it **snow** last night? No, it **didn't**.

Who wants to come with me to the zoo? We all **do**!

What **do** you **want** for lunch?

Who broke this vase? Peter **did**!

Does Ken often **come** home late? Yes, he **does**.

Why **did** he **leave** so suddenly?

Does everyone **have** a dictionary?

Use **do not**, **does not** and **did not** to make other verbs **negative**.

The baby **does not look** very happy.

Dad **did not catch** his train.

The garden looks lovely, **doesn't** it? Yes, it **does**.

Cats **do not** like water.

I **don't enjoy** difficult math tests.

Sophie **doesn't want** to go to school.

He **didn't get** to the station in time.

Don't you **have** a ticket? No, I **don't**.

Don't they **go** to the gym on Mondays? Yes, they **do**.

Didn't they **win?** No, they **didn't**.

You **didn't draw** that picture yourself, **did** you?

Did you **see** the rainbow? No, I **didn't**.

Do not forget to switch off the air conditioner.

Don't tell lies!

Exercise

Fill in the blanks with *do, does* or *did*.

1 The shoes were too small. They _________ not fit me.

2 Jack _________ not do well on the exam last week.

3 Where _________ eggs come from?

4 The vase is broken. Who _________ that?

5 What _________ this word mean?

6 How _________ the computer work?

7 _________ he drink coffee?

8 Who _________ that drawing?

9 Where _________ you buy that dress?

10 How _________ you spell your name?

11 _________ not play on a busy street!

12 _________ your work quietly!

13 _________ a snake have legs?

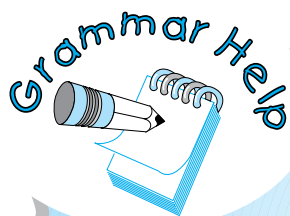
14 He _________ not have any brothers.

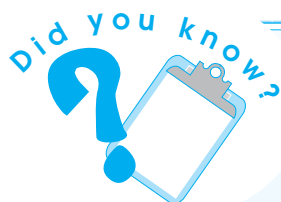
15 _________ cats like to eat fish?

Would and Should

The verb **would** is another **helping** or **auxiliary verb**.
Use **would** as the past tense of **will**.

We started running so we **would get** there in time.

Peter said he **would come**.
I knew you **would enjoy** Disneyland.
The Prince said he **would** only **marry** a true princess.
John and Sue said they **would meet** me at the airport.
He promised he **wouldn't forget** her birthday.

It is polite to use **would like** when you are offering people things, or asking for something yourself. For example:

Would you **like** a cup of coffee?
I am tired now. I'**d like** a rest.
You'**d like** a meal now, **wouldn't** you?
What color **would** you **like**?

When they are accepting an offer, people often use **would love** instead of **would like**.
For example:

Would you **like** a chocolate?
Yes, please, I **would love** one.

Should is a **helping** or **auxiliary verb.** Use **should** to talk about necessary actions or things that people ought to do.

Children **should not play** in traffic.

You **should** always **look** before crossing the street.

If you are tired you **should go** to bed early.

You **should know** how to spell your own name.

We **should** all **drink** more water.

You **should do** more exercise.

Should I **turn** off the computer when I'm not using it?

Shouldn't you **tell** your Mom if you're going out?

We **should** always thank people for presents, **shouldn't** we?

Grammar Help

Learn these contractions:

I would	=	I'd	we would	=	we'd
you would	=	you'd	they would	=	they'd
he would	=	he'd	should not	=	shouldn't
she would	=	she'd	would not	=	wouldn't

Exercise

Fill in the blanks with *would* or *should*.

1 Every student _________ have a good dictionary.

2 _________ you like some coffee?

3 Yes, I _________ love a cup of coffee.

4 We _________ all learn good table manners.

5 We _________ like to go outdoors if it stops raining.

6 John said he _________ help me with science.

7 _________ you like to play a game with me?

8 Children _________ not watch too much television.

9 You _________ not play with fire.

10 He promised he _________ meet me after school.

11 We _________ not waste water.

12 You _________ all pay attention in class.

13 What _________ we do now?

14 _________ you help if I asked?

15 Of course, I _________ help you!

8 Subject-Verb Agreement

When you write a sentence you must make sure that the **subject** and the **verb** agree.

If the subject is a **singular noun**, or the pronoun **he**, **she** or **it**, you need a **singular verb**.

She **enjoys** music.

She **shares** her books with her friends.

The zookeeper **is feeding** the animals.

The children **are playing** on the swings.

The earth **moves** round the sun.

Dad always **drives** to work.

The clerk **is wrapping** a package.

Does everyone **know** the answer?

Mom **has bought** a dress for Sara.

It **is snowing**.

Use a **plural verb** if the subject is a **plural noun**, or the pronoun **we**, **you** or **they**.

The two girls always **walk** home together.

All birds **lay** eggs.

The children are **playing** on the swing.

The stars **shine** brightly on a clear night.

Mom and Dad **love** us a lot.

Do you all **know** the words?

We **have finished** our game of tennis.

They **have** both **worked** very hard.

Collective nouns may be used with either **singular** or **plural** verbs. If the group members are all acting together as one, use a singular verb. If the members of the group are acting as individuals, use a plural verb.

The audience **are laughing**.

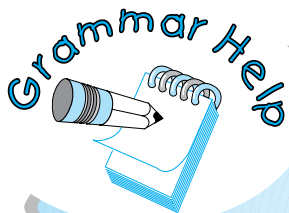
The band **is playing**.

Singular

That family has moved to Texas.
The team is coached by Mr. Clark.

Plural

The family were giving their opinions.
The team are sharing new ideas.

Our team **has won**.

Some plural nouns, such as **people**, **cattle**, **police**, don't end with -**s**. Always use a **plural verb** with these nouns. For example:

People **like** to be praised.
The cattle **are** in the field.
The police **have caught** the thief.

Exercise 1

Fill in the blanks with verbs that match the subjects. Use the correct form of the *simple present tense* of the verbs in parentheses.

1 I always _________ to school with my brother. (go)
2 Mark always _________ to school with his brother. (go)
3 You _________ the answer. (know)
4 Luis _________ the answer, too. (know)
5 This book _________ very few drawings. (have)
6 These books _________ lots of beautiful drawings. (have)
7 Anne _________ my sister. (be)
8 Pat and Alice _________ good at English. (be)

Exercise 2

Fill in the blanks with verbs that match the subjects. Use the correct form of the *simple present tense* of the verbs in parentheses.

1 A tiger _________. (roar)
2 All birds _________ eggs. (lay)
3 Dad _________ listening to music. (like)
4 Uncle Bob _________ his car every day. (wash)
5 She _________ all the answers. (know)
6 There _________ twelve months in a year. (be)
7 The twins often _________ . (fight)
8 Our parents _________ us. (love)

9 Adverbs

An **adverb** is a word that describes a verb. It tells you about an action, or the way something is done.

A lot of adverbs end in -**ly**.

They laughed **loudly**.

The baby is sleeping **soundly**.

The dog is barking **fiercely**.

Alice skated **beautifully**.

The Prince and the Princess lived **happily** ever after.

The birds are singing **sweetly**.

It is raining **heavily**.

The dog and the cat live together **peacefully**.

The soldiers fought **bravely**.

The sun is shining **brightly**.

The old man walked **slowly**.

Spelling File

Adjective	Adverb
beautiful	beautifully
brave	bravely
bright	brightly
fierce	fiercely
happy	happily
heavy	heavily
loud	loudly
peaceful	peacefully
slow	slowly
sound	soundly
sweet	sweetly

Many adverbs are made by adding –**ly** to adjectives.

Some adverbs describe the way something is done. They are called **adverbs of manner**.

The driver braked **suddenly**.

The parcel arrived **safely**.

The dog jumped up **playfully**.

Please write **legibly**.

Please speak **clearly**.

Look **closely** at these footprints.

You have all answered **correctly**.

You can shop **cheaply** at this store.

Jamal dressed **smartly** for the party.

Maria is behaving **selfishly**.

The man drove **carelessly**.

The twins liked to dress **differently**.

She played **skillfully**.

Spelling File

Adjective	Adverb
careless	carelessly
cheap	cheaply
clear	clearly
close	closely
correct	correctly
different	differently
playful	playfully
safe	safely
selfish	selfishly
skillful	skillfully
smart	smartly

Some adverbs describe when something happens.
They are called **adverbs of time**.

Can I do my work **later**?
No, do it **now**.

Paul has **just** arrived.

He **often** swims in the evening.

Lisa is **always** cheerful.

Sometimes I ride my bike to school.

Everyone arrived **early**.

David arrived **late**.

It's snowing **again**.

The mother bird started to build her nest **yesterday**.

She is continuing to build it **today**.

She will finish it **tomorrow**.

John's shoes were too big for him **last year**.

They fit him **this year**.

They will be too small for him **next year**.

It rained **last night**.

The weather is fine **this morning**.

Some adverbs tell you where something happens. They are called **adverbs of place**.

Mom and Dad are watching television **upstairs**.

The children are playing **downstairs**.

It's raining. Let's go **inside**.

Rex, you can stay **outside**.

Come **here**!

Please put the books **there**.

The workers are moving the rubbish **away**.

The miners are working **underground**.

They are going **abroad** to study.

There are trees **everywhere**.

Alice lived **next door**.

Where's Shamika?

Exercise 1

Rewrite the following adjectives as *adverbs*.

1 slow ______________ 7 cool ______________

2 beautiful ______________ 8 comfortable ______________

3 strong ______________ 9 wise ______________

4 tidy ______________ 10 quiet ______________

5 brave ______________ 11 merry ______________

6 soft ______________ 12 busy ______________

Exercise 2

Underline the *adverbs* in the following sentences.

1 The man shouted loudly.

2 He arrived early.

3 The train has already left.

4 He drove carelessly.

5 The students talked noisily.

6 The children are playing outside.

7 Let's go now.

8 Tom spoke politely to his teacher.

9 Have you seen Anne's cat anywhere?

10 Come here!

10 Prepositions

A **preposition** is a word that connects one thing with another, showing how they are related.

Some prepositions tell you about **position** or **place.**

There's a big balloon **in** the sky.

Jane is jumping **into** the pool.

The books fell **off** the shelf.

Dad always keeps his wallet **in** the drawer.
There is a long mirror **on** the wall.
The school is **near** the park.
There is an old castle **on** the hill.
The horse jumped **over** the hurdle.

A **preposition** is usually followed by a noun or pronoun.

Some prepositions are used to talk about **time**.

Many shops close **on** Sundays.

We watched the World Cup game **until** 2:00 A.M.

The trees lose their leaves **during** winter.

We always wash our hands **before** meals.

Dad gets home **about** six **in** the evening.

We get up **in** the morning.

We go to bed **at** night.

It's always hot **in** summer.

The movie starts **at** two **in** the afternoon.

Autumn begins **in** September.

They were married **in** 1990.

Joe arrived **after** me.

It has not rained at all **for** two weeks.

Breakfast is served **at** seven o'clock.

Kevin and Joe have been in the same class **since** first grade.

Exercise 1

Underline the *prepositions* in the following sentences.

1 The man fell off the ladder.
2 We have dinner at 7:30 P.M.
3 Tom was born on a Friday.
4 There are seven days in a week.
5 Sue is running after her dog.
6 Several people are waiting at the bus stop.
7 I received a letter from Sara yesterday.
8 Why are you still in bed?

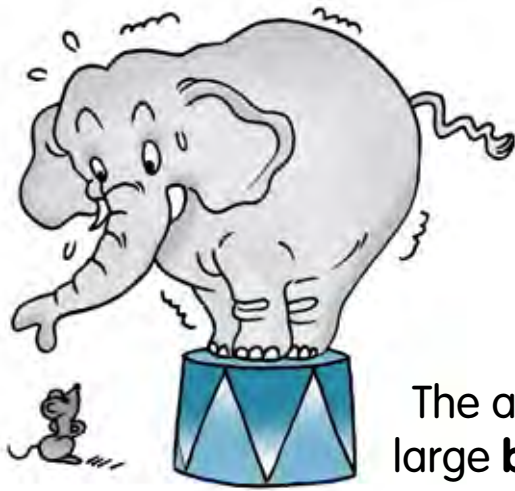
Exercise 2

Fill in the blanks with the correct *prepositions* from the box.

near	by	on	at	between
in	around	into	up	behind

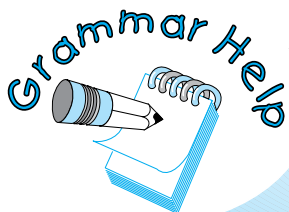
1 The bus arrived _________ 8:30 A.M.
2 The children are swimming _________ the pool.
3 There's a picture _________ the wall.
4 There is a fence _________ the house.
5 Granny is sitting _________ fire.
6 Harold is hiding _________ the chair.
7 Jack climbed _________ the beanstalk.
8 We divided the candy _________ us.
9 I dived _______ the river.
10 Don't go too _________ the edge.

11 Conjunctions

A **conjunction** is a linking word such as **and**, **or**, **but**. Conjunctions are used to connect words or sentences.

The animal is large **but** timid.

Is this a sheep **or** a goat?

a cat **and** its kittens
a builder **and** his tools
a doctor **and** a nurse
slow **but** steady
sweet **or** sour?
a male **or** a female?
A horse, a zebra **or** a donkey?
Paul has a dog, a parrot **and** a cat.

It's cold, wet **and** windy today.

A **conjunction** may link two or more than two words or sentences.

The words **before**, **after**, **as**, **when**, **while**, **until**, **since**, are also conjunctions. They tell when something happens, so they are called **conjunctions of time**.

Maggie could play the piano **before** she was five.

I always brush my teeth **after** I've had my breakfast.

After he began exercising regularly, Jerry became healthier.

You have grown taller **since** I saw you last.

Look both ways **before** you cross the street.
Joe listened to music **while** he was doing his homework.
Miss Lee was smiling **as** she walked into the class.
Wait here **until** I come back.
Don't leave **until** you've finished your work.
Tran saw an accident **while** he was walking home.
Take all your belongings with you **when** you leave the plane.
Joe first met his wife **when** he was studying in London.
Tom and Joe have been friends **since** childhood.

Exercise 1

Complete these sentences with *and, but* or *or.*

1 I asked for some bread _________ butter.
2 Mr. _________ Mrs. Chen have three children.
3 Maggie is a good singer _________ a poor dancer.
4 We wish you a Merry Christmas _________ a Happy New Year.
5 Is their new baby a boy _________ a girl?
6 The dictionary has 1000 words _________ 200 drawings.
7 Sue is taller than Nat _________ shorter than Mike.
8 Are you going by train _________ by bus?

Exercise 2

Choose the correct *conjunctions of time* from the box to complete these sentences.

when	while	as	before
after	since	until	

1 Jack always brushes his teeth _________ he has eaten a meal.
2 It started to rain _________ the children were playing in the garden.
3 Let's go home _________ it gets dark.
4 Give this letter to Anne _________ you see her.
5 She has known Jack _________ he was a child.
6 The party began at 8:00 P.M. and lasted _________ midnight.
7 Alice looked unhappy _________ she walked in.

12 Interjections

An **interjection** is a word that expresses a sudden, strong feeling such as **surprise**, **pain**, or **pleasure**.

Cheers!

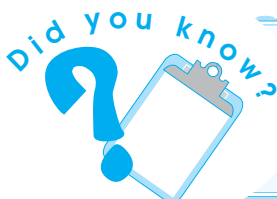
Oh dear!

Happy Birthday!

Ssh!

Ouch!

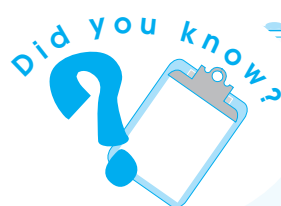
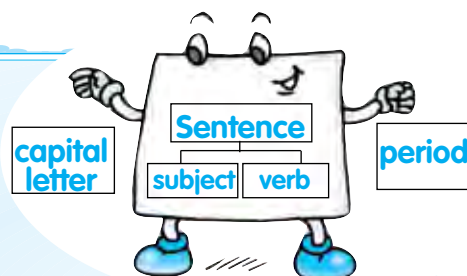
Look out!

Wow!
Goodness!
Oh!
Good!
Oh no!
Hooray!
Thanks!
Help!
Good luck!
Well done!
Gosh!
Hey!
Merry Christmas!
Happy New Year!

Notice that an **exclamation point** (**!**) is often used after interjections.

13 Sentences

What is a Sentence?

A **sentence** is a group of words that expresses a complete thought. A sentence must have a **subject** and a **verb**, but it may or may not have an object.

Subject	Verb	Object
Sally	is making	a doll.
Wendy and Kim	are fighting.	
The hedgehog	curled up.	
Maggie	is reading	a book.
It	is raining.	
Dad	cooked	dinner.
I	am flying	a kite.
We	are eating	our breakfast.
They	are washing	the dishes.
The dentist	is examining	Susan's teeth.
The old couple	have	no children.
Janet	screamed.	

A **sentence** that makes a statement begins with a **capital letter** and ends with a **period**.

Kinds of Sentences

There are **four kinds** of sentences.

- A **declarative sentence** makes a **statement**.

The children are swimming.
The telephone rang.
Everyone sat down.

Richard is feeding the hens.

- An **interrogative sentence** asks a **question**.

Where are the twins?
Are you going shopping today?
What is your name?

What is Richard doing?

- An **exclamatory sentence** expresses strong emotion.

What lovely weather!

The silly girl!
How stupid I am!

- An **imperative sentence** gives an **order**.

Please sit down.
Tell me the truth.
Speak up!

Come back!

The Imperative

Use the base form of a verb to give **commands** or make direct requests. This use of the verb is called the **imperative.**

OK, children, **open** your books to page 25.

Stand, everyone!
Tidy your bedroom immediately!
Choose a partner!
Eat plenty of vegetables.
Find some nice round pebbles.
Come back soon!
Take a sandwich.
Come and **look** at this, Tom!

Imperatives are a very direct way of telling people to do something. Using **do** or **please** before an imperative is more polite.

Please come in.

Do sit down.

Do check these figures again.

Please help yourselves to some food.

Please don't change anything on my computer.

You can also use the helping verb **would** to sound polite. For example:

Please **would** you clear the table?
Would you please talk quietly?

Exercise

Look at the groups of words below. Do you know which are *sentences* and which are not?

Put a checkmark in the space next to sentences, and an X next to other word groups.

1	Mrs. Chen is a good teacher.	
2	not well today	
3	Do the work yourself.	
4	How are you?	
5	basic rules of grammar	
6	bread and butter	
7	Welcome to the National Zoo.	
8	brush his teeth	
9	toys in the box	
10	more than one	
11	What is the time now?	
12	Sit down!	
13	Please come here.	
14	Mark is sleeping.	
15	Open the door.	

The Subject and the Object

The **subject** of a sentence sometimes does something to someone or something else.

The person or thing that receives the action is called the **object**.

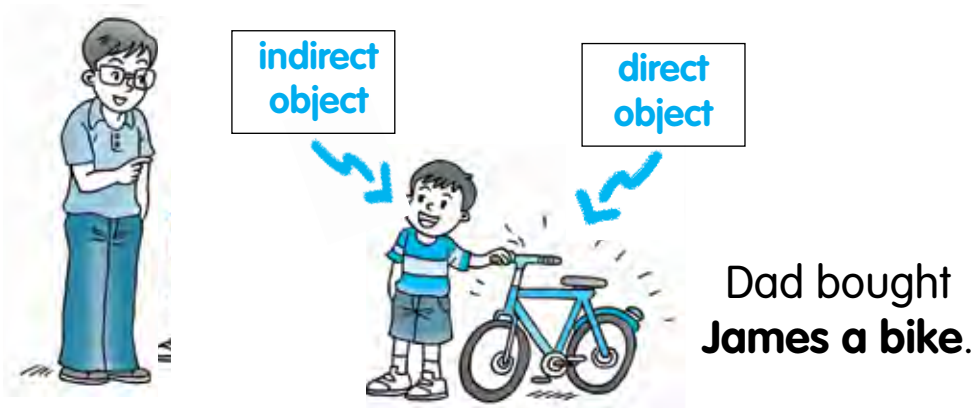
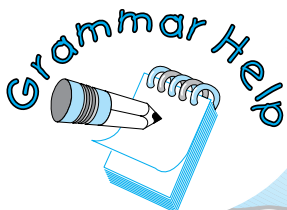
Dad is cooking supper.

We have built a sandcastle.

Subject	Verb	Object
Susan	has bought	a painting.
Hannah	is reading	her book.
The twins	climbed	the hill.
James	stroked	the cat.
Mom	is holding	the baby.
Jacob	is making	a kite.
They	were playing	football.
I	am writing	a story.
Emma	crossed	the street.
You	have forgotten	your umbrella.

Direct and Indirect Objects

Some verbs have **two objects**. The **direct object** receives the action of the verb. The **indirect object** tells to whom or for whom the action is done.

Dad bought **James a bike**.

Subject	Verb	Indirect Object	Direct Object
The bank	lends	people	money.
Madison	is making	her doll	a dress.
I	am writing	Grandma	a letter.
Grandma	is reading	Diana	a story.
Andrew	gave	his dog	a bone.
We	left	you	some food.
Joshua	is showing	us	his stamps.
Miss Lee	found	Alice	a chair.

The **indirect object** usually comes before the **direct object**.

Exercise 1

Read the following sentences. Then draw a line under the *subjects* and a circle around the *objects*.

1 Anne has drawn a panda.
2 They are playing table tennis.
3 Little Kate knows the alphabet well.
4 Dad bought a computer.
5 I am writing a letter.
6 Birds have feathers.
7 The workmen are building a house.
8 Samantha has a pretty doll.
9 The children received one gift each.
10 Do you know the answer?

Exercise 2

There are two objects in each sentence. Draw a line under the *direct objects* and a circle around the *indirect objects*.

1 Dad gave Dave a present.
2 Mom is making the children a meal.
3 Mr. Thomas bought them ice cream cones.
4 I sent Anne a birthday card.
5 Granny told us a story.
6 The waiter brought the guests their drinks.
7 Can I get you a sandwich?
8 The police officer showed us the way to the museum.

Positive and Negative Sentences

A **positive sentence** tells you that something is so.

A sentence that tells you something is *not* so is called a **negative sentence**. It contains a negative word like **not**, **never**, **no**, **no one**, **nobody**, **none**, or a negative verb like **isn't** or **can't** or **won't**.

Positive sentence	Negative sentence
Peter is running.	He is **not** walking.
We should tell the truth.	We should **never** tell lies.
Everyone is in the garden.	There is **no one** in the house.
The fridge is empty.	There is **nothing** in it.
It is very cloudy.	It is**n't** sunny.
I have sold the last newspaper.	I have **no** newspapers left.
Someone has eaten all the cookies.	There are **none** in the bag.

Questions

There are two kinds of questions: yes or no questions and **wh**- questions.

- You ask a **yes** or **no** question to get **yes** or **no** as the answer. Use the verbs **be**, **have** or **do**, or any of the helping verbs, to ask **yes** or **no** questions.

Can you swim? **Yes**.
Is it raining? **No**.

Are they coming? **No**.
May I come in? **Yes**.

- In questions, the helping or auxiliary verbs come before the subject of the sentence. When **be** and **have** are used as ordinary verbs, they come before the subjects, too.

Statement	Question
Jim is ill today.	**Is** Jim ill today?
She has an older brother	**Has** she an older brother?
The cats want to be fed.	**Do** the cats **want** to be fed?
We should go now.	**Should** we **go** now?
It will rain tomorrow.	**Will** it **rain** tomorrow?
You may use my computer.	**May** I **use** your computer?
Kate can ride a bike.	**Can** Kate **ride** a bike?

Here are some different ways of asking the same question:

Has he a sister called Jane?
Does he have a sister called Jane?
Has he got a sister called Jane?

Wh- questions usually include the verbs **be**, **have**, **do**, or any of the helping verbs.

- To ask for facts, use the question words **what**, **which**, **who**, **whom**, **how**, **when**, **where**. The helping verbs in **wh**- questions usually come before the subject. So does the verb **be** when it is used as an ordinary verb.

Where **are** you?
What **is** David **saying**?
How **did** you **get up** here?
Why **was** the girl **crying**?
Which color **do** you **prefer**?
Who **is** she **going to invite** to her party?
Whom **is** she **going to invite** to her party?
What **is** your problem?
When **do** the stores **open** in the morning?
Where **shall** I **put** this box?
What **have** you **done** to my computer?
How **am** I **going to finish** all this work?
What **would** you **like** for dinner?

Whose dictionary **is** this?

- If the **wh-** question word is the subject of the question, it comes before the verb. For example:

Who **told** you that?
What **made** you change your mind?

Exercise 1

Write *short answers* to the following questions.

Example: Is he tall? Yes, he is.

1 Do you know the answer? Yes, ____________.

2 Is Sara at home? No, ____________.

3 Do they know any grammar? Yes, ____________.

4 Are all of you coming to my house this evening? Yes, ____________.

5 Is Mrs. Chen your English teacher? No, ____________.

6 Can you dance? No, ____________.

Exercise 2

Fill in the blanks with the correct question words from the box.

where	when	why	how
whose	what	who	which

1 _________ is your house?

2 _________ wallet is this?

3 _________ are you always late?

4 _________ wrote this book?

5 _________ of the two boys is smarter?

6 _________ size do you wear?

7 _________ old is he?

8 _________ is Jeff going to get a haircut?

14 Punctuation

Punctuation marks are signs such as **periods**, **commas** and **question marks**. You use them in sentences to make the meaning clear.

Period

You put a **period** at the end of a sentence.

He drew a horse.

Albert is my good friend.
Please don't be late.
The bird is sitting on a branch.
It's snowing heavily today.
There's a rainbow in the sky.
This big house belongs to a rich man.
I can swim.
Ethan is good at drawing.
They all enjoyed playing baseball.

Comma

Use a comma between **nouns** and **noun phrases** in a list.

I bought two apples, three oranges and some grapes.
He enjoys tennis, badminton, skating and football.
At school we study English, math, science, history and geography.

Use commas between **adjectives** when you use several of them to describe something.

A giraffe is a tall, long-necked, long-legged animal.
He is a tall, handsome, smart and ambitious young man.

Use a comma after **yes** and **no**, and before **please** in sentences. You also use a comma before or after the name of the person you are speaking to.

No, it has stopped.
Good morning, sir!
Can you tell me what time it is, please?
Yes, it's a quarter past three, George.

Commas are used to show where there is a brief pause.

Unfortunately, she injured her knee skiing.
She was in the bedroom, listening to music on the radio.

Exclamation Point

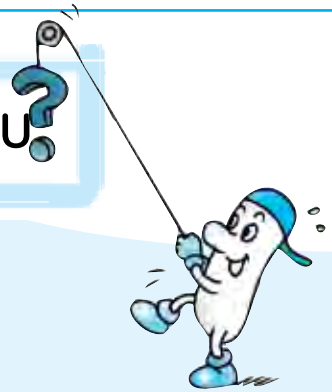
An **exclamation point** is often used after a command, an interjection, or a word that shows **surprise** or **anger**.

Sit down!
Oh dear!
What a surprise!
You are fired!
I told you not to do that!

Quiet!
Put the knife down!
Help! Help!
Eeek! A ghost!
Stop him!

Question Mark

Use a **question mark** after a **question**.

What's your name?
How many stamps do you have?
Where do they come from?
Who has taken my pen?
Can you lend me your bicycle?
Where are you going?
Why are you always late?
What's the meaning of this word?
Do you know the answer to this problem?

Apostrophe

Use an **apostrophe** with an **s** (**'s**) to show who owns something.

The **'s** is added after singular nouns or names.

This is Peter's bed and that is Michael's bed.

A squirrel's tail is big and bushy.

We all like Mom's cooking.

Amanda clears everybody's plates after dinner.

John's dog is very friendly.

All the pupils have a month's vacation in June.

I spent the evening at David's playing video games.

I took a ride in Tom's car.

Father is holding Susie's hand.

Jane is wearing her mother's shoes.

We're going to our aunt's house.

There is a bird's nest in that tree.

Our dog's collar is brown.

Is this Portland's tallest building?

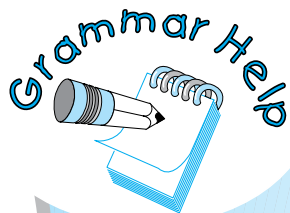
- Follow the same rule when a name or a singular noun ends in -**s**. Write an apostrophe first and then add another **s**.

The princess's golden ball fell into a well.
A rhinoceros's skin is very thick.
Dad is at his boss's party.

- For plural nouns that end in -**s**, put the apostrophe after the -**s**.

Birds' beaks are all different shapes and sizes.
Miss Lee is marking her pupils' work.
This is my parents' wedding photo.
Dresses are upstairs in the ladies' department.
Henry goes to a boys' school.
Dr. Kim parked his car in the doctors' parking lot.
My brothers' bedrooms are always messy.
The girls' bedrooms are usually tidy.
A flood has destroyed all the farmers' crops.

- Some plural nouns do not end in -**s**. Just add **'s** to these plural nouns.

There are slides and swings and seesaws in the children's playground.
The men's changing room is occupied.
The bookstore sells newspapers, comics and women's magazines.
Doctors look after people's health.

- You can also refer to **a person's office** or **shop** by using a possessive form with an apostrophe. For example:

  I'll buy some bread at **the baker's**.
  I was reading a book at **the dentist's**.
  It's time you went to **the barber's**.

- You can also refer to your **friends' homes** in the same way:

  I'm going next door to **Peter's**.
  I stayed the night at **Susan's**.

- How do you make a possessive form of two people joined by **and**, such as Peter and John, or Mary and Anne? Put **'s** only after the **second name**.

  For example:

  Barbara and **David's** house
  Jill and **Andy's** party

- These possessive forms of names and nouns can be used without a following noun. For example:

  Which desk is **Susan's**?
  George's is in the back row.
  This room is **my brother's**.

The **apostrophe** can also be used to show that one or more letters in a contraction have been left out.

I've finished my math, but I haven't finished my spelling.

We'll come to your party, but Sue won't be able to come.

He's gone to the library.

Dad wasn't at home and the children weren't at home either.

I don't like potatoes and Susan doesn't like tomatoes.

I didn't watch which way I was going and I can't find my way home.

We're late because we couldn't find your house.

Mom's finished her shopping but she hasn't gone through the checkout line yet.

Mary'd like a cat as a pet, but she wouldn't like a turtle.

You are taller than Peter, but you aren't as tall as I am.

The words **has** and **is** are often shortened to **'s** after a noun or proper noun. For example:

The mail **has** arrived.
The mail**'s** arrived.

Sally **is** here.
Sally**'s** here.

Exercise 1

Write the *punctuation marks* from the box to complete the following sentences:

1 He hates cheese
2 Who is your teacher
3 Stop that man
4 Keep quiet
5 Good morning madam
6 George are you okay
7 Peter David and Susan are playing hide and seek
8 Mom bought meat fish and vegetables at the supermarket
9 What is the time now
10 Anne is a pretty girl

Exercise 2

Complete the following sentences by writing the *apostrophe(')* in the correct place:

1 This is Peters bike.
2 Paul cant find his shoes.
3 Miss Lee is marking the pupils papers.
4 They are all on the childrens playground.
5 Dont make so much noise!
6 Doctors take care of peoples health.
7 Theyre having a game of tennis.
8 Jack doesnt look well.

BASIC ENGLISH GRAMMAR

for English Language Learners

Book 1

Younger students at beginning to intermediate levels will greatly benefit from this step-by-step approach to English grammar basics. This is the ideal supplement to your language arts program whether your students are native English speakers or beginning English language learners. Skill-specific lessons make it easy to locate and prescribe instant reinforcement or intervention.

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Book 2

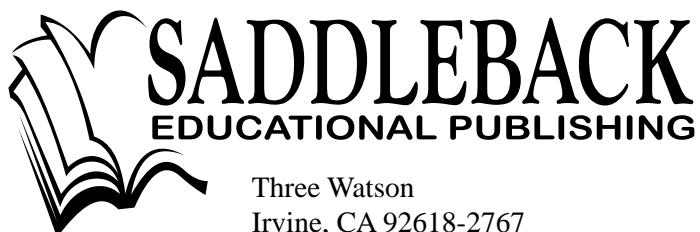
BASIC ENGLISH GRAMMAR

for English Language Learners

Book 2

BASIC ENGLISH GRAMMAR

for English Language Learners

Howard Sargeant

Note to the Student from the Publisher

Grammar is a very old field of study. Did you know that the sentence was first divided into subject and verb by Plato, the famed philosopher from ancient Greece? That was about 2,400 years ago! Ever since then, students all over the world have found it worthwhile to study the structure of words and sentences. Why? Because skill in speaking and writing is the hallmark of all educated people.

Lesson by lesson, this book provides basic instruction in the eight parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—as well as the standard patterns of English sentences.

All students of English, be they native speakers or those who are studying English as a second language, will profit from the fundamental introduction and review of grammar provided by SADDLEBACK'S BASIC ENGLISH GRAMMAR 1 and 2. Helpful marginal notes throughout the books have been provided to reinforce existing skills and call attention to common problem areas.

We wish you every success in your pursuit of English proficiency.

What you'll find in this book

1 Nouns

There are two main types of nouns: **common nouns** and **proper nouns.**

Common Nouns

Words for people, places and things are called **common nouns**.

These common nouns are words for **things.**

ruler	chair	hammer	bicycle	truth
pen	table	saw	ship	calculator
crayons	sofa	axe	truck	television
pencil	loyalty	drill	ferry	fridge
book	lamp	ladder	train	cooker
dictionary	carpet	lawnmower	bus	computer
courage	telephone	spade	laziness	printer

These common nouns are words for **animals**. Notice that special names for **young animals** are included.

animal	its young	animal	its young
dog	puppy	fox	cub
cat	kitten	elephant	calf
cow	calf	kangaroo	joey
horse	foal	bear	cub
sheep	lamb	lion	cub
goat	kid	tiger	cub
frog	tadpole	whale	calf

These common nouns are words for **places.**

bank	airport	school	post office
hotel	gas station	university	police station
library	park	office	restaurant
museum	farm	mosque	supermarket
mall	zoo	temple	stadium
theater	factory	shop	synagogue
hospital	nursery	gym	church

These common nouns are words for **people** who do certain things.

singer	manager	sailor	gardener
dancer	secretary	pilot	police officer
artist	teacher	driver	plumber
photographer	doctor	writer	farmer
magician	dentist	friend	clerk
athlete	lawyer	brother	technician

Proper Nouns

The names of particular people, places and things are **proper nouns.** They always **begin with a capital letter**.

These **people's names** are proper nouns.

Robin Hood	Florence Nightingale	Mom	Miss Park
Aladdin	Muhammad Ali	Dad	Mrs. Taylor
Frankenstein	George Washington	Granny	Mr. Young
Harry Potter	David Beckham	Grandad	Dr. Lee
Santa Claus	Julia Roberts	Uncle David	Professor Raj
Mahatma Gandhi	Nelson Mandela	Aunt Diana	Jose
Confucius	Alex Rodriguez	Ms. Hall	Yang Ming

The names of the **days of the week** and the **months of the year** are proper nouns.

days of the week	months	
Monday	January	July
Tuesday	February	August
Wednesday	March	September
Thursday	April	October
Friday	May	November
Saturday	June	December
Sunday		

AUGUST

Sunday		4	11	18	25
Monday		5	12	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	28
Thursday	1	8	15	22	29
Friday	2	9	16	23	30
Saturday	3	10	17	24	31

The names of **special days** and **celebrations** are also proper nouns.

New Year's Day
Mother's Day
Independence Day
Valentine's Day
Labor Day
Ramadan
Veterans' Day
Thanksgiving
Memorial Day
Halloween
Christmas
Yom Kippur

The names of **famous places**, **buildings** and **monuments** are proper nouns.

Big Ben
the Sphinx
Graceland
the Grand Canyon
the Sydney Opera House
Buckingham Palace
the Leaning Tower of Pisa
the Empire State Building
the Taj Mahal
the Eiffel Tower
the Golden Gate Bridge
the Great Wall of China
Chaco Canyon Pueblo
the Statue of Liberty

The names of **people who live in a particular country** are also proper nouns.

country	people
Afghanistan	Afghans
Australia	Australians
Britain	the British
China	the Chinese
France	the French
Germany	Germans
India	Indians
Indonesia	Indonesians
Italy	Italians
Japan	the Japanese
Korea	Koreans
Malaysia	Malaysians

country	people
Samoa	Samoans
New Zealand	New Zealanders
Pakistan	Pakistanis
the Philippines	Filipinos
Russia	Russians
Nicaragua	Nicaraguans
South Africa	South Africans
Spain	Spaniards
Switzerland	the Swiss
Thailand	Thais
USA	Americans
Vietnam	the Vietnamese

Exercise 1

Write each common noun under the correct heading.

theater	lion	father	brother
doctor	restaurant	builder	stove
elephant	kangaroo	museum	library

things	**animals**	**places**	**people**

Exercise 2

Underline the common nouns and circle the proper nouns in these sentences.

1. I told Uncle John about my accident.
2. Kim and Stephanie wore masks on Halloween.
3. The lawnmower is broken.
4. We're going to the movies tomorrow.
5. The lion is playing with one of its cubs.
6. My sister's favorite soccer player is David Beckham.
7. I'm watching a videotape about the Sahara Desert.
8. The tourists visited Rome and saw the Colosseum.
9. Does this bus go to the stadium?
10. We're reading a story about a boy called Harry Potter.

Exercise 3

Read the following passage containing common nouns and proper nouns. Put a C in the box after a common noun and a P in the box after a proper noun.

Mr. Peters ☐ lives in Maine ☐ in a big house ☐ by the sea ☐ . He has three cats ☐ and a dog ☐ . He likes to travel to different countries ☐ . Last Christmas ☐ , he went to Paris ☐ and saw the Eiffel Tower ☐ . He enjoyed eating French food ☐ in nice restaurants ☐ .

Singular Nouns

Nouns can be **singular** or **plural**.

When you are talking about just one thing or person, use a **singular noun**. For example:

a tent	a park	an idea
a taxi	a doctor	an oven
a house	a lady	an exercise

Plural Nouns

Use a **plural noun** when you are talking about two or more people, places or things.

Just add **s** to make most nouns plural.

singular	plural
a computer	computers
a chair	chairs
a train	trains
a player	players
a teacher	teachers
a taxi	taxis

singular	plural
a mountain	mountains
a river	rivers
an envelope	envelopes
an insect	insects
an oven	ovens
an uncle	uncles

Notes

- Words called **articles** or **determiners** are used to signal nouns.

a river	**an** armchair	**three** biscuits
a castle	**an** idea	**five** eggs

- The article **an** is used before nouns that begin with the **vowels** ***a, e, i, o*** and ***u***.

an artist	**an** eye	**an** insect
an oven	**an** umbrella	

- The article **a** is used before nouns that begin with the other letters, called **consonants**. But some words don't follow these rules.
  - ***a** uniform, a unit, a user*: **a**, not **an**, is used because the vowel **u** in these words is pronounced like the word **you**;
  - *an hour, an heir, an honor*: **an**, not **a**, is used because the consonant **h** in these words is not pronounced.

Nouns that end in **s**, **ss**, **ch**, **sh** or **x**, are made plural by adding **es**.

singular	plural
bu**s**	buses
gla**ss**	glasses
dre**ss**	dresses
bran**ch**	branches
chur**ch**	churches
bea**ch**	beaches

singular	plural
sandwi**ch**	sandwiches
wit**ch**	witches
bru**sh**	brushes
fla**sh**	flashes
bo**x**	boxes
fo**x**	foxes

Most nouns that end in **y** are made plural by changing the **y** to **i** and adding **es**.

singular	plural
baby	babies
family	families
story	stories
teddy	teddies
fairy	fairies
puppy	puppies
housefly	houseflies
library	libraries
city	cities
lily	lilies
party	parties
dictionary	dictionaries

Nouns that have a **vowel** before the **y** are made plural by simply adding **s** at the end.

singular	plural
key	keys
monkey	monkeys
donkey	donkeys
toy	toys
boy	boys
cowboy	cowboys

singular	plural
day	days
tray	trays
runway	runways
chimney	chimneys
trolley	trolleys
valley	valleys

Many nouns that end in **f** are made plural by changing the **f** to **v** and adding **es**.

singular	plural
half	halves
leaf	leaves
shelf	shelves
wolf	wolves
thief	thieves

But some nouns that end in **f** are made plural simply by adding **s**.

singular	plural
chief	chiefs
roof	roofs
handkerchief	handkerchiefs
cliff	cliffs
puff	puffs

Some nouns that end in **f** can be made plural in **two ways**.

singular	plural
scarf	scarf**s** *or* scar**ves**
hoof	hoof**s** *or* hoo**ves**
dwarf	dwarf**s** *or* dwar**ves**
wharf	wharf**s** *or* whar**ves**

Most nouns that end in **fe** are made plural by changing the **f** to **v** and adding **s**.

singular	plural
knife	knives
wife	wives
life	lives
midwife	midwives

Most nouns that end in **o** are made plural by adding **s**.

singular	plural
video	video**s**
hippo	hippo**s**
zoo	zoo**s**
kangaroo	kangaroo**s**

But other nouns that end in **o** are made plural by adding **es**.

singular	plural
tomato	tomato**es**
potato	potato**es**
hero	hero**es**

Some nouns change spelling from the singular form to the plural.

singular	plural
man	men
woman	women
child	children
person	people
mouse	mice
tooth	teeth
foot	feet
goose	geese

What's the plural of the kind of **mouse** that you use with a computer? The plural is either **mice** or **mouses**.

The plural form of some nouns is the same as the singular form.

singular	plural
sheep	sheep (*not* sheeps)
deer	deer (*not* deers)
fish	fish (*not* fishes)
aircraft	aircraft (*not* aircrafts)
salmon	salmon (*not* salmons)

When you are talking about different kinds of **fish**, the plural can be **fishes**, for example:

the various fishes of the Indian Ocean

Some nouns are ***always*** plural.

trousers	glasses
shorts	spectacles
jeans	goggles
pants	scissors
tights	binoculars
pajamas	pliers

Some nouns are ***usually*** plural.

shoes	chopsticks
sandals	gloves
slippers	clogs
boots	socks

Notes

You can use **a pair of** with these plural nouns. For example:

a pair of trousers
a pair of pants
a pair of glasses
a pair of scissors
a pair of chopsticks
a pair of sandals
a pair of gloves

Exercise 4

Underline all the nouns in the following sentences. Are they common or proper nouns? Put a checkmark ✓ in the correct box.

	common nouns	proper nouns
1. Do you like cheese?		
2. They stood next to the Niagara Falls.		
3. May I borrow your umbrella?		
4. The ambulance was driving very fast.		
5. Carl did not agree with them.		
6. She loves to visit Disneyland.		
7. Would you like some more water?		
8. The fog was very thick.		
9. May I invite Tom to join us?		
10. My car is very old.		

Exercise 5

Read the following passage. Write S in the box after each singular noun and P in the box after each plural noun.

Our teacher ☐ is a very nice lady ☐. She's very kind to all the children ☐ in the class ☐ and she tells us very funny stories ☐. Yesterday, she told a story ☐ about the animals ☐ on a farm ☐. They all had a race ☐. The pigs ☐ and sheep ☐ ran faster than the ducks ☐ and cows ☐, but the heroes ☐ of the story ☐ were the mice ☐. They were faster than all the other animals ☐, even though they had the shortest legs ☐!

Exercise 6

Read the following passage. Notice that the plural nouns are missing. Write the correct plural form of the singular nouns in parentheses. The first one has been done for you.

Three ladies (**lady**) in pink ____________ (**dress**) took their ____________ (**baby**) for a walk in the zoo. They saw four ____________ (**giraffe**), three ____________ (**hippo**), two ____________ (**kangaroo**) and an elephant. They walked for so long that their ____________ (**foot**) became sore, so they sat down on a bench for a rest near some ____________ (**monkey**). The ____________ (**monkey**) were playing with cardboard ____________ (**box**) and throwing ____________ (**stick**) at each other. After a while, the ____________ (**lady**) looked at their ____________ (**watch**) and decided it was time to go home.

Collective Nouns

Words for groups of people, animals or things are called **collective nouns**.

Here are some collective nouns for **groups of people**.

a family
a team
a community
a choir
a band
an orchestra
an audience
a crew
a club
a committee
a company
a gang
the government
the army

Collective nouns may be used with a **singular verb** or with a **plural verb**. If the group is acting as a single unit, use a singular verb. If group members are acting as individuals, use a plural verb. For example:

The crowd was orderly.

or

The crowd were clapping, yelling and cheering.

Notes

Always use a plural verb with the collective nouns, **people** and **the police**. For example:

Those people **live** (*not* lives) in Asia.

The police **have caught** (*not* has caught) the thief.

Here are more collective nouns you can use for **groups of people**.

a **crowd** of shoppers
a **company** of actors
a **class** of schoolchildren
a **gang** of thieves
a **panel** of judges
a **platoon** of soldiers

Many **groups of animals** have their own special collective nouns.

a **herd** of cattle
a **flock** of birds
a **drove** of sheep
a **gaggle** of geese
a **pack** of wolves
a **pride** of lions
a **pod** of dolphins
a **school** of fish
a **litter** of puppies
a **troop** of monkeys
a **brood** of chickens
a **swarm** of bees

Some **groups of things** also have their own special collective nouns.

a **bunch** of bananas
a **cluster** of grapes
a **bunch** of flowers
a **bouquet** of flowers
a **range** of mountains
a **fleet** of ships
a **fleet** of vehicles
a **deck** of cards
a **flight** of steps
a **suite** of rooms
a **suite** of furniture
a **set** of tools
a **string** of beads
a **grove** of trees

Some nouns name the **amount or form of something**.

a **loaf** of bread
a **ball** of string
a **bar** of soap
a **bar** of chocolate

The words **a piece of** mean a single serving or part of something.

a **slice**/**piece** of bread
a **piece**/**square** of chocolate
a **sheet**/**piece** of paper
a **piece** of information
a **slice**/**piece** of cheese
a **slice**/**piece** of cake
a **piece** of chalk
a **piece** of advice

Exercise 7

Read the following passage. Write the missing collective nouns in the blank spaces. Remember that sometimes there are two words you can use.

Mom took Kate, Rudy and Derrick to the zoo. The zoo was very busy. A ____________ of people had gathered round the monkeys. One of the monkeys had a ____________ of bananas. Watching the monkey eat made the children feel hungry. Mom took a ____________ of bread and some ____________ of cheese out of the picnic hamper and everyone made sandwiches. After eating the sandwiches, the children had two ____________ of chocolate each. Rudy wanted to give one piece to a monkey, but the zookeeper gave Rudy a very useful ____________ of advice. “Monkeys may look friendly, but sometimes they are very fierce,” he said.

Exercise 8

Read the sentences. Does the collective noun indicate a group acting together as a single unit? If so, circle the singular verb. Does the collective noun indicate a group in which each member acts individually? Circle the plural noun.

1. The jury (were/was) arguing about the importance of evidence.
2. A whole company of soldiers (is/are) marching in the parade.
3. A gaggle of geese (is/are) running every which way in the barnyard.
4. Those people (live/lives) in North America.
5. The police (has/have) arrested the suspect.
6. That troupe of actors always (stay/stays) at the Grand Hotel.
7. The committee (is/are) handing in their ballots.
8. Our school band (play/plays) many lively marches.
9. A big colony of ants (lives/live) under the front porch.
10. The government (are/is) entitled to collect taxes.

Exercise 9

Complete each phrase with a noun from the box that names a part or an amount of something.

bushel	scoop	ream	pair
drop	grain	pinch	galaxy

1. a ______________ of stars
2. a ______________ of sand
3. a ______________ of paper
4. a ______________ of salt
5. a ______________ of potatoes
6. a ______________ of bookends
7. a ______________ of ice cream
8. a ______________ of rain

Masculine and Feminine Nouns

Masculine nouns are words for men, boys and male animals. **Feminine nouns** are words for women, girls and female animals.

masculine	feminine
boy	girl
man	woman
father	mother
son	daughter
brother	sister
husband	wife
grandfather	grandmother
uncle	aunt

masculine	feminine
nephew	niece
king	queen
prince	princess
emperor	empress
wizard	witch
actor	actress
policeman	policewoman
waiter	waitress

Many nouns are used for both males and females. They are called **common gender nouns**.

teacher	baby	doctor	scientist
pupil	parent	astronaut	president
child	cousin	dancer	manager

With animals, there is one general word for the animal and special words for the male and the female. Sometimes the word for the male animal is the same as the general word. Sometimes the word for the female animal is the same as the general word.

animal	masculine	feminine
rabbit	buck	doe
horse	stallion	mare
sheep	ram	ewe
pig	boar	sow
chicken	rooster	hen
duck	drake	duck
cattle	bull	cow
goose	gander	goose
fox	fox	vixen
tiger	tiger	tigress
lion	lion	lioness

Exercise 10

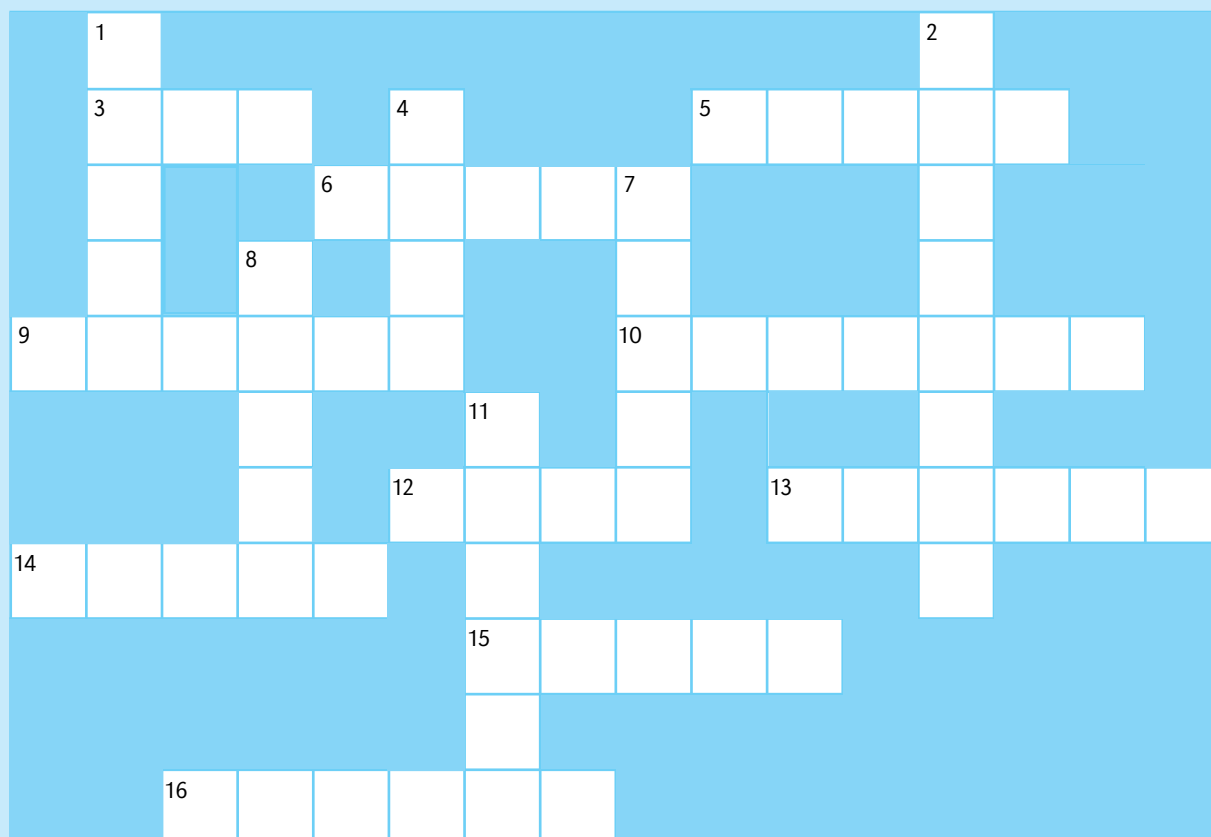
Complete the crossword puzzle with the correct masculine or feminine nouns.

ACROSS

	masculine	feminine
3.	bull	______
5.	man	______
6.	fox	______
9.	______	princess
10.	______	empress
12.	stallion	______
13.	brother	______
14.	king	______
15.	______	duck
16.	______	witch

DOWN

	masculine	feminine
1.	______	actress
2.	waiter	______
4.	husband	______
7.	nephew	______
8.	______	aunt
11.	______	goose

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

The Possessive Form of Nouns

Use the possessive form of a noun to show ownership.

- To make the possessive form, put an **apostrophe** and an **s** ’s after **a singular noun**.

  This is my bed and that is **Peter’s** bed.

  We all like **Dad’s** cooking.

  It is my job to collect **everybody’s** plate after the meal.

  The flies are buzzing around the **horse’s** tail.

  This is **Susan and Jenny’s** room.

  This is **Tom’s** hat and that is **Tom’s father’s** hat.

Notes

- How do you make the possessive form when two names linked by **and** are the owners? Put an **’s** after the second name only. For example:

  Katy and Mike’s house is very big. (= *the house that belongs to both Katy and Mike*)

  Joe and Sarah’s dad works at the shoe factory. (= *He is Joe’s dad and he is also Sarah’s dad.*)

- Sometimes two possessive forms with **’s** appear together, one after the other:

  This is **John’s brother’s** ball. (= *The ball belongs to John’s brother.*)

  Paul’s teacher’s house has a swimming pool. (= *the house that belongs to Paul’s teacher*)

- After **plural nouns** that don’t end in **s**, use an **apostrophe** and an **s** ’s to make the possessive form.

  The **children’s** room is always messy.

  Some **people’s** houses are bigger than ours.

  Rats’ tails are longer than **mice’s** tails.

  Men’s voices are deeper than **women’s** voices.

After **plural nouns** that end in **s**, just add an apostrophe **s’**.

The **pupils’** desks are arranged in rows.

The **boys’** bedroom is bigger than the **girls’** bedroom.

The strong winds destroyed all the **farmers’** crops.

Mice’s tails are shorter than **rats’** tails.

Notes

When a name ends in **s**, you can make the possessive form in either of two ways: add an apostrophe and an **s** **’s**, or add just an apostrophe **’**. For example:

This is **James’s** house.	or	This is **James’** house.
Which is **Charles’s** bike?	or	Which is **Charles’** bike?

Exercise 11

Read the following passage. The possessive nouns are missing. Write the correct possessive form of the nouns in parentheses. The first one has been done for you.

Peter is spending the day at ___Tom’s___ (**Tom**) house. Peter likes Tom’s family. He especially likes ______________ (**Tom’s mom**) cooking! The boys play lots of games together.

__________ (**Tom**) sister doesn’t like ______________ (**Tom and Peter**) games. She is playing by herself. Sometimes the __________ (**boys**) games become so noisy that Mom tells them to go and play in the garden. __________ (**Tom**) dog is in the garden, lying in the sunshine. Tom wants to play with the dog, but Peter is afraid of the __________ (**dog**) big teeth and sharp claws.

At 7 o’clock, __________ (**Peter**) dad arrives in his car to take Peter home. Tom says he likes ______________ (**Peter’s dad)** new car. __________ (**Peter**) dad says that he’ll take Tom for a ride in it sometime.

2 Pronouns

A **pronoun** is a word that **takes the place of a noun.** There are different kinds of pronouns.

Personal Pronouns

Personal pronouns may be used as:

- the **subject** of a verb, or
- the **object** of a verb.

Subject Pronouns

The **subject** of a verb **does the action of the verb.** The personal pronouns **I**, **you**, **he**, **she**, **it**, **we** and **they** can all be used as the subject of a verb. Study the following two sentences:

Lisa likes cats. **She** has four cats.

In the first sentence, the proper noun **Lisa** is the subject of the verb ***likes***. In the second sentence, the pronoun **she** is the subject of the verb ***has***.

Here are some more pairs of sentences that show **personal pronouns used as subjects** of verbs.

My name is Michael. I am fourteen.

My father works hard. He works in a factory.

My sister is older than me. She is twelve.

Our dog is very naughty. It likes to chase cats.

Bob, you are a bad dog!

David and I are playing football. We like sports.

Jim and Jeff are my brothers. They are older than I am.

Object Pronouns

The **object** of a verb **receives the action of the verb**. The personal pronouns **me**, **you**, **him**, **her**, **it**, **us** and **them** can all be used as the object of a verb. Look at the following two sentences:

Lisa likes **cats**. She likes to stroke **them**.

In the first sentence, the noun **cats** is the object of the verb ***likes***. In the second sentence, the pronoun **them** is the object of the verb ***stroke***.

Here are some more pairs of sentences that show **personal pronouns used as objects** of verbs.

I'm doing my homework. Dad is helping **me.**

Goodbye, children! I'll call **you** later.

Where is John? I need to speak to **him.**

Miss Garcia is very nice. All the children like **her.**

The car is very dirty. Mom is cleaning **it.**

Uncle Harry called Mary to ask **her** a question.

My chocolates are all gone. Someone has eaten **them.**

First Person, Second Person and Third Person

In grammar, the person who is speaking is called the **first person**. The one spoken to is called the **second person**, and the one spoken about is called the **third person**.

Here is a table to help you remember which pronouns to use.

	subject	object
first person singular	I	me
second person singular	you	you
third person singular	he she it	him her it
first person plural	we	us
second person plural	you	you
third person plural	they	them

Reflexive Pronouns

Reflexive pronouns are words that refer to the noun or pronoun that is the subject of the verb. The words **myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves** and **themselves** are reflexive pronouns.

My brother built this computer **himself**.

Be careful not to cut **yourself** with that knife.

John was looking at **himself** in the mirror.

Kate fell and hurt **herself**.

Our cat washes **itself** after every meal.

We baked the cake by **ourselves**.

Come in, everybody, and find **yourselves** a seat.

The children cleaned their room all by **themselves**.

Bears like to rub **themselves** against a tree.

The bird washed **itself** by splashing in a puddle.

The players train every day to keep **themselves** fit.

Have **yourselves** a good time.

Here is a table to help you remember which **reflexive pronoun** to use with which personal pronoun.

singular personal pronoun	reflexive pronoun
I (subject pronoun)	myself
me (object pronoun)	myself
you (subject/object pronoun)	yourself
he (subject pronoun)	himself
him (object pronoun)	himself
she (subject pronoun)	herself
her (object pronoun)	herself
it	itself

plural personal pronoun	reflexive pronoun
we (subject pronoun)	ourselves
us(object pronoun)	ourselves
you (subject/object pronoun)	yourselves
they (subject pronoun)	themselves
them (object pronoun)	themselves

Possessive Pronouns

Possessive pronouns are used to talk about things that belong to people. The words **mine**, **yours**, **his**, **hers**, **ours** and **theirs** are possessive pronouns.

This book is **mine**.

Have you lost **yours**, Tom?

This pen is **mine** and that one is **his**.

Sarah has lost her cat. Is this cat **hers**?

I can see our car, but where is **yours**?

We've had our lunch, but they haven't had **theirs**.

Here is a table to help you remember which possessive pronoun to use with which personal pronoun.

singular personal pronoun	possessive pronoun
I, me	mine
you	yours
he, him	his
she, her	hers

plural personal pronoun	possessive pronoun
we, us	ours
you	yours
they, them	theirs

Demonstrative Pronouns

Demonstrative pronouns are used for pointing out things. The words **this**, **that**, **these** and **those** are demonstrative pronouns.

This is my desk.

This is the Mings' house.

That is my friend's house.

That's my mother's car.

You'll have to work harder than **this**.

We can do better than **that**.

It's raining again. **This** is awful!

Who is **that** knocking at the door?

Hi, Kathleen. **This** is Michael.

These are my pets.

These are sheep but **those** are goats.

Those are horses.

Notes

- Use **this** and **these** when you are talking about things near you.
- Use **that** and **those** when you are talking about things farther away.

Interrogative Pronouns

Interrogative pronouns are used to ask questions. The words **who**, **whose**, **what**, **which** and **whom** are interrogative pronouns.

Who used all my paper?

Who is Mom talking to?

Who are those people?

Whose pen is this?

Whose are these shoes?

What is your brother's name?

What does Tom want?

What is the date today?

What do you want to be when you grow up?

Which of these desks is yours?

Which do you prefer?

Which of your sisters is the tallest?

Whom did the President criticize?

Notes

- In writing and formal speaking, you can also use **whom** as the object of verbs and prepositions. For example:

  Whom did the president criticize?
  Whom is the principal talking to?
  or
  To **whom** is the principal talking?

  but you cannot use **whom** as the subject of a verb. So you cannot say:

  ✘ **Whom** came to the party last night?

  You have to say:

  ✔ **Who** came to the party last night?

- **Who** can be used as the subject or the object of a verb. For example:

  Who broke the window? *(as the subject)*
  Who are you inviting to your party? *(as the object)*

- **Who** can be used as the object of a preposition. For example:

  Who is Mom talking to?

- You can also use **whom** as the object of a preposition. For example:

  Whom is Mom talking to?

  If you put the preposition before the interrogative pronoun, you must use **whom**:

  To **whom** is Mom talking?

Inedefinite Pronouns

An **indefinite pronoun** does not refer directly to any other word. Most indefinite pronouns express he idea of quantity.

Everybody is welcome at the meeting.

Many prefer their coffee with sugar.

Does **anybody** care for a cheese sandwich?

Few choose to live in the arid desert.

Indefinite Pronouns

all	each	most	other
another	either	neither	several
any	everybody	nobody	some
anybody	everyone	none	somebody
anyone	few	no one	someone
both	many	one	such

The pronoun **they** is considered an indefinite pronoun when it makes an indefinite reference.

They produce a lot of coal in your state.
Why don't **they** repair the bad roads?

Exercise 1

Read the following passage. Write the missing subject and object pronouns in the blank spaces.

My name is Charlie. ______________ have two brothers. ______________ are both older than ______________ . Sometimes they take me to the park and ______________ play football together. I like playing football with ______________ because they are very good. We are going to the park today. Would you like to come with ______________ ? ______________ can all play together. Afterwards, ______________ can come to my house if ______________ want to. I think ______________ will like my dad. He is very funny and ______________ makes great pizzas. Do ______________ like pizza?

Exercise 2

Some of the reflexive pronouns in the following sentences are used correctly, but some are not. Put a checkmark ✓ in the box if the reflexive pronoun is correct. Put an x ✗ in the box if it is not correct. Then write the correct reflexive pronoun in the blank space.

1. Sometimes I wash the dishes all by himself ☐ ______________ .
2. Dad had an accident. He cut herself ☐ ______________ with a knife.
3. Sally washes the car by herself ☐ ______________ .
4. Do you think the doctor can cure itself ☐ ______________ when he is ill?
5. The cat stays clean by licking itself ☐ ______________ .
6. Anna and May made the dinner all by herself ☐ ______________ .
7. Mom lets me walk to school by myself ☐ ______________ .
8. Can you dress themselves ☐ ______________ , boys and girls?
9. David can swim all by himself ☐ ______________ now.
10. This light is automatic. It switches itself ☐ ______________ on at night.

Exercise 3

Write a short sentence using each of the interrogative pronouns below.

Example: Who Who is this man?

Who ______________________________

Whose ______________________________

What ______________________________

Which ______________________________

Whom ______________________________

Exercise 4

Read the following passage. Write the missing* demonstrative pronouns *in the blank spaces.

Henry and I went for a walk on the beach. “What’s ______________ over there?” I asked. “It looks like broken glass,” said Henry. He gave me a bag. “Put it in ______________,” he said. I put the broken glass into the bag. “We’d better put ______________ in the trash,” I said. He took the bag from me. “You have to hold it like ______________,” said Henry, “so that you don’t cut your hand.”

Exercise 5

Write the missing* possessive pronouns *in the blank spaces to complete the sentences.

1. I chose this seat first so it’s ______________ .
2. Can we borrow your coloring pens? We’ve lost ______________ .
3. We live in the city and they live in the countryside. Our house is smaller than ______________ .
4. John, is this pencil ______________ ?
5. Sally is looking for her gloves. Are these gloves ______________ ?
6. Can Julie use your bike? ______________ is broken.
7. Tom got the books mixed up. He thought mine was ______________ and his was ______________ .

Exercise 6

Circle at least one indefinite pronoun in each sentence.

1. One never knows who might be listening.
2. Many are called but few are chosen.
3. I finished my cookie and asked for another.
4. Both were punished for the crime they commited.
5. Several applied for the job, but no one was hired.

3 Adjectives

Adjectives describe nouns and pronouns. They give you more information about people, places, and things.

Kinds of Adjectives

Some adjectives tell about the **size of people or things**.

a **big** house	a **long** bridge	**tiny** feet
a **large** army	a **high** mountain	**big** hands
a **huge** ship	a **short** man	a **short** skirt
a **tall** building	a **thin** boy	**long** trousers

Some adjectives tell about the **color of things**.

a **red** carpet	a **gray** suit	a **brown** bear
a **white** swan	an **orange** balloon	**green** peppers
a **blue** uniform	a **yellow** ribbon	**black** shoes

Some adjectives tell what people or things are like by describing their **quality**.

a **beautiful** woman	a **young** soldier	a **flat** surface
a **handsome** boy	an **old** uncle	a **hot** drink
a **poor** family	a **kind** lady	a **cold** winter
a **rich** couple	a **familiar** voice	a **sunny** day
a **strange** place	a **deep** pool	**cool** weather

Some adjectives tell **what things are made of.** They refer to substances.

a **plastic** folder	a **stone** wall	a **clay** pot
a **paper** bag	a **metal** box	a **glass** door
a **cotton** shirt	a **silk** dress	a **concrete** road
a **jade** ring	a **wooden** spoon	a **porcelain** vase

Some adjectives are made from proper nouns of **place**. These adjectives are called **adjectives of origin**.

a **Mexican** hat
the **French** flag
an **American** custom
a **Japanese** lady
an **Indian** temple
a **British** police officer
a **Filipino** dress
Washington apples
a **Spanish** dance
an **Italian** car

The Order of Adjectives

Sometimes several adjectives are used to describe a single noun or pronoun. When you use two or more adjectives, the usual order is: **size**, **quality**, **color**, **origin**, **substance**. For example:

a	**small**	**green**	**plastic**	box
	size	*color*	*substance*	

a	**stylish**	**red**	**Italian**	car
	quality	*color*	*origin*	

Here are more examples.

a **large Indian** temple
a **colorful cotton** shirt
delicious Spanish food
crunchy Australian apples
a **tall white stone** building
a **long Chinese silk** robe
an **old graceful Japanese** lady
a **short handsome English** man

Adjectives of quality sometimes **come before** adjectives of size. For example:

beautiful long hair
elegant short hair

But adjectives of size **always come before** adjectives of color. For example:

beautiful long black hair
elegant short red hair

If you use any adjective of substance, it **comes after** the color adjective. For example:

a **beautiful long black silk** dress

Exercise 1

Read the following passage and underline the adjectives. Write S above adjectives of size, C above adjectives of color, Q above adjectives of quality and O above adjectives of origin.

Sydney is a large Australian city with busy streets and expensive shops. In summer, it's a very hot place. People wear cool clothes and drink cool drinks. There are beautiful sandy beaches where people can rest and look up at the wide blue sky. There are big parks for tourists to visit. Japanese tourists like to sit and watch other people. British tourists take photographs of the strange plants and colorful birds.

Exercise 2

The following passage contains a lot of adjectives. Some of the adjectives appear in the wrong order. First underline the wrongly ordered adjectives. Then write them in their correct order on the lines below the passage.

My friend Jeremy is a handsome tall boy. He always wears a white long T-shirt and a big red cap. He carries a blue huge canvas bag to school. His favorite food is red crunchy apples and he always has one in his bag. Our teacher is an English kind tall man called Mr. Clark. He wears a blue smart suit and glasses with black plastic thick frames.

Adjective Endings

Adjectives have many different endings.

- Some adjectives end in **-ful**. These adjectives describe noun or pronouns that are **full of something** or **have a lot of something**.

a **beautiful** face
a **cheerful** baby
a **powerful** machine
a **skillful** player
a **painful** injury
a **joyful** smile
a **wonderful** time
a **useful** book
a **careful** student
a **helpful** teacher
playful children
colorful clothes

- Some adjectives end in **-ous**.

a **famous** writer
a **mountainous** area
a **dangerous** job
a **humorous** film
mischievous children
a **courageous** soldier
an **adventurous** explorer
a **poisonous** snake
a **generous** gift
marvelous results

- Some adjectives end in **-y**.

a **messy** room
a **sleepy** dog
a **muddy** path
an **easy** test
a **noisy** car
a **cloudy** sky
a **sunny** day
a **lazy** worker
dirty hands
thirsty children
stormy weather
juicy fruit

- Some adjectives end in **-less**. These adjectives describe a person or thing that **does not have something**.

a **cloudless** sky
a **sleeveless** dress
a **careless** driver
a **joyless** song
a **useless** tool
a **meaningless** word
a **fearless** fighter
homeless people
seedless grapes
harmless animals

Some adjectives end in **-al**.

a **national** flag
musical instruments
electrical goods
a **coastal** town
personal possessions
a **traditional** costume
magical powers
medical equipment

Here are some adjectives that end in **-ic**, **-ish**, **-ible**, **-able**, **-ive** and **-ly**.

a **fantastic** singer
an **energetic** dog
basic grammar
enthusiastic shouting
a **selfish** act
foolish behavior
stylish clothes
childish talk
a **terrible** mess
a **sensible** answer
horrible smells
visible footprints
a **likeable** child
comfortable clothes
valuable advice
suitable colors
an **imaginative** story
expensive jewelery
talkative children
a **creative** artist
friendly teachers
a **lovely** dress
a **lively** cat
an **elderly** man

Many adjectives end in **-ing**.

loving parents
a **caring** nurse
a **flashing** light
a **smiling** face
a **boring** story
a **gleaming** car
an **interesting** book
a **disappointing** result
an **outstanding** swimmer
an **exciting** ride
chattering monkeys
shocking news

Notes

Words like **smiling**, **caring** and **flashing** are **present participles** of verbs. They are formed by **adding *ing* to the verbs**. Many present participles can also be used as adjectives.

Many of adjectives end in **ed**.

a **closed** door	**satisfied** customers
boiled eggs	**worried** passengers
wasted time	**escaped** prisoners
a **painted** wall	**excited** students
reduced prices	**invited** guests

Notes

Words like **closed**, **wasted** and **escaped** are **past participles** of verbs. Many past participles can also be used as adjectives.

Describing What Something Is Made Of

Some nouns can be used like adjectives. For example, if you have a chair that is made of plastic, you can use the noun **plastic** as an adjective and say that the chair is a **plastic chair**. If you have a watch that is made of **gold**, you can say it is a **gold watch**.

But the nouns **wood** and **wool** can't be used like this. To make adjectives of these nouns you have to add **en**.

noun	adjective	example
wood	wood**en**	a **wooden** door
wool	wool**en**	a **woolen** jumper

Describing What Something Is Like

There's another way to make adjectives from nouns. Suppose you want to say that something is **like** a certain material, although not made of it. To make these adjectives, add **-en** to some nouns and **-y** to other nouns.

noun	adjective	example
gold	gold**en**	a **golden** sunrise (= *bright yellow like **gold***)
silk	silk**y** *or* silk**en**	**silky** skin (= *as soft as **silk***)
lead	lead**en**	a **leaden** sky (= *dark gray like the color of **lead***)

Exercise 3

The following sentences contain adjectives made by adding endings to nouns. Write the noun that each adjective comes from on the line after each sentence. The first one has been done for you. Remember that some nouns must be changed slightly before the ending is added.

1. She's always making **careless** mistakes. care
2. It was a very **painful** injury. ______
3. Witches and wizards have **magical** powers. ______
4. These oranges are very **juicy**. ______
5. Dogs are usually more **energetic** than cats. ______
6. Our neighbors are not very **friendly**. ______
7. She keeps her toys in a large **wooden** box. ______
8. Take off your **muddy** shoes before you come in. ______
9. May I borrow your pencil sharpener? Mine is **useless**. ______
10. What a **beautiful** dress! ______

Exercise 4

Fill in the blank spaces with adjectives made from the verbs in parentheses. Remember that both present participles and past participles can be used as adjectives. Choose the adjective that suits the sentence best. The first one has been done for you.

1. It wasn't a very interesting (**interest**) movie.
2. We could hear the ______ (**excite**) fans screaming.
3. I hope the pupils don't think that my classes are ______ (**bore**).
4. My dad had a very ______ (**worry**) look on his face.
5. Have the police found the ______ (**steal**) car yet?
6. The supermarket sells lots of ______ (**freeze**) food.
7. The players on the ______ (**win**) team don't look tired at all.
8. Some of the old houses had ______ (**break**) windows.

The Comparison of Adjectives

The Comparative Form

To **compare two people or things**, use the **comparative form** of an adjective. The comparative form is usually made by adding **er** to the adjective.

adjective	comparative form
dark	dark**er**
light	light**er**
high	high**er**
low	low**er**
old	old**er**
young	young**er**
rich	rich**er**
poor	poor**er**
tall	tall**er**
small	small**er**
soft	soft**er**

adjective	comparative form
hard	hard**er**
warm	warm**er**
cold	cold**er**
fast	fast**er**
slow	slow**er**

Notes

The word **than** is often used to compare two things or people. For example, you say:

Mr. Lee is **taller than** Philip.

A car is **faster than** a bike.

The Superlative Form

When you **compare three or more people or things**, use the **superlative form** of an adjective. The superlative form is usually made by adding **est** to the adjective.

adjective	superlative form
dark	dark**est**
light	light**est**
high	high**est**
low	low**est**
old	old**est**
young	young**est**
rich	rich**est**
poor	poor**est**
tall	tall**est**
small	small**est**
soft	soft**est**
hard	hard**est**

adjective	superlative form
warm	warm**est**
cold	cold**est**
fast	fast**est**
slow	slow**est**

The word **the** is often used before the superlative form. For example:

A bee is a small insect. A ladybird is smaller, but an ant is **the smallest**.

If the adjective ends in **e**, add **r** to form the comparative and **st** to form the superlative.

adjective	comparative	superlative
nice	nice**r**	nice**st**
close	close**r**	close**st**
large	large**r**	large**st**
rude	rude**r**	rude**st**
safe	safe**r**	safe**st**
wide	wide**r**	wide**st**

Suppose the adjective is a short word that ends in a consonant and has a single vowel in the middle. Just **double the consonant** and add **er** to make the comparative and **est** to make the superlative.

adjective	comparative	superlative
sad	sad**der**	sad**dest**
wet	wet**ter**	wet**test**
slim	slim**mer**	slim**mest**
thin	thin**ner**	thin**nest**
big	big**ger**	big**gest**

Suppose the adjective has two syllables and ends in **y**. Just **change the y to i** and add **er** to make the comparative and add **est** to make the superlative.

adjective	comparative	superlative
easy	eas**ier**	eas**iest**
funny	funn**ier**	funn**iest**
dirty	dirt**ier**	dirt**iest**
noisy	nois**ier**	nois**iest**
happy	happ**ier**	happ**iest**
naughty	naught**ier**	naught**iest**

adjective	comparative	superlative
heavy	heav**ier**	heav**iest**
lovely	lovel**ier**	lovel**iest**
pretty	prett**ier**	prett**iest**
tidy	tid**ier**	tid**iest**
friendly	friendl**ier**	friendl**iest**
tiny	tin**ier**	tin**iest**

Use **more** and **most** to compare most other two-syllable adjectives. You will also use **more** and **most** with all adjectives that have *more* than two syllables.

adjective	comparative	superlative
famous	more famous	most famous
precious	more precious	most precious
handsome	more handsome	most handsome
exciting	more exciting	most exciting
beautiful	more beautiful	most beautiful
expensive	more expensive	most expensive
comfortable	more comfortable	most comfortable
delicious	more delicious	most delicious
interesting	more interesting	most interesting
difficult	more difficult	most difficult

Irregular Comparative and Superlative Forms

A few adjectives don't form their comparative and superlative forms in any of the usual ways. The comparative and superlative forms of these adjectives are different words, called irregular forms.

adjective	comparative	superlative
good	better	best
bad	worse	worst
little	less	least
many	more	most
far	farther *or* further	farthest *or* furthest

For example:

My painting is **good**, Melanie's painting is **better**, but Andrew's painting is the **best**.

Adjective Phrases

Phrases can be used like single adjectives to describe nouns and pronouns. Phrases that are used in this way are called **adjective phrases**.

- Most adjective phrases come **after the word** they describe. Look at these examples. The adjective phrases are in bold and the nouns they describe are in color.

  Who is the girl **with long hair**?
  My friend lives in the house **across the street**.
  Mrs. Morris is **tall and slim**.
  This is the road **to Toledo**.
  The lady **in the bookshop** is a friend of mine.

- Some adjective phrases come **before the word** they describe. The words in these phrases are often joined with hyphens.

  a **long-legged** bird
  a **well-dressed** lady
  a **fun-loving** teenager
  user-friendly equipment
  an **eight-year-old** child
  a **ten-cent** coin
  a **twenty-story** building
  a **large-sized** shirt

Exercise 5

Read the following passage. Write the correct comparative and superlative forms of the adjectives in parentheses in the blank spaces. The first one has been done for you.

Paul likes playing football. He's a very good player, but his friend Sally is a ___better___ (**good**) player. She's the __________ (**good**) player in the whole school. She is __________ (**fast**) and __________ (**strong**) than all the boys, even the boys who are __________ (**old**) and __________ (**big**) than her. That's why Paul likes her. Paul thinks all games are exciting, but football is the __________ (**exciting**) game and it's __________ (**noisy**) than all the other games he plays with his friends. When the grass is wet, everyone gets dirty when they play football. But Sally gets __________(**dirty**) and __________ (**wet**) than everyone else.

Exercise 6

Complete the following sentences. Write an* adjective phrase *that includes the preposition in parentheses. The first one has been done for you.

1. Is this the train to Tokyo ______ (**to**)?
2. They live in a big house ______ (**near**).
3. Emilly's desk is ______ (**oppposite**).
4. The bucket has a hole ______ (**in**).
5. Who is the man ______ (**with**)?

Exercise 4

Complete the following sentences. Write an* adjective phrase*, using the adjective in parentheses and another adjective linked with* and *or* but*. The first one has been done for you.

1. My dog is small and brown ______ (**small**).
2. His sister's hair is ______ (**black**).
3. Our teacher is ______ (**oppposite**).
4. Tomorrow's weather will be ______ (**sunny**).
5. The museum was ______ (**quiet**).

4 Determiners

Determiners, or noun signals, are special adjectives used before nouns.

There are different kinds of determiners.

The Articles

The words **a**, **an** and **the** are called the **articles**.

The words **a** and **an** are **indefinite articles**. They are used with singular nouns. Use **a** before nouns that begin with a **consonant**. Use **an** before nouns that begin with a **vowel**.

John is reading **a book**.

Would you like **a peach**?

Is that **a dog** or **a fox**?

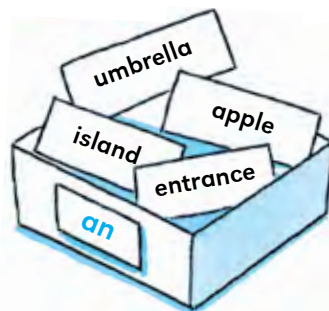
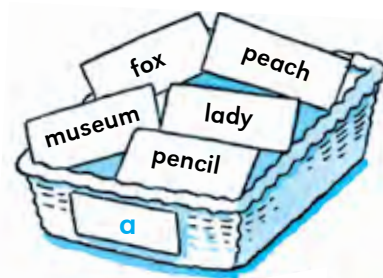
You'll need **a ruler** and **a pencil**.

Is there also **an entrance** at the back of the building?

Have you ever seen **an elephant**?

I always take **an apple** to school.

Do you have **an umbrella** that I can borrow?

Would you like to live on **an island**?

Notes

- **Some vowels have a consonant sound as well as vowel sound**. Use the article **a** with nouns that begin with these vowels:

  Is there **a university** in your town?
  Does every child in the school wear **a uniform**?
  We are taking **a European** vacation this summer.

- Some words begin with a silent **h**. Use **an** with nouns that begin with a **silent h**:

  We've been waiting here for **an hour**.
  Meeting the president was **an honor** for all of us.

The word **the** is called the **definite article**. Use **the** before a noun when you are talking to someone who already knows which person or thing you mean.

Dad is sitting in **the garden**.

Who made **the mess** on **the carpet**?

Turn **the television** off now.

I'll wait for you in **the car**.

The boys are upstairs and **the girls** are outside in **the street**.

Using Nouns without Articles

When you are talking about something in general, not a particular thing, use a noun **without an article**. You can also use **plural nouns** without an article.

Frogs are my favorite animals.

Children like playing games.

Babies cry a lot.

Glasses are things that you wear to correct your eyesight.

Birds are animals that can fly.

People enjoy watching television.

Nouns that don't show quantity are normally used without **a** or **an**. The article **the**, however, may be used with nouns that don't show quantity.

I like **sunshine**.

I sometimes have **fruit** for breakfast.

You've got **dirt** on your face.

A clock measures **time**.

Put **sugar** in your tea to make it sweet.

I need **time** to think of a new plan.

Would you pass me **the salt**, please.

Can I borrow **the paint** when you've finished?

You often use the singular nouns **school**, **home**, **work**, **church** without an article:

We go to **school** by bus.

Dad has already left **home** for **work**.

They go to **church** on Sundays.

Demonstrative Determiners

The words **this**, **that**, **these** and **those** are also special pronouns called determiners. They are used to point out which thing or person you mean. They are called **demonstrative determiners**.

Use **this** and **these** to talk about things and people that are **near** you.

*Use **this** with singular nouns.*	*Use **these** with plural nouns*
Who lives in **this house**?	**These trousers** are too short.
This car belongs to my mom.	I don't like **these comics**.
Does **this key** fit the lock?	**These biscuits** don't taste very good.
This book is my favorite.	I bought **these apples** for lunch.
Who gave you **this money**?	Is there an adult with **these children**?
This cheese tastes funny.	

Use **that** and **those** to talk about things that are **farther away** from you.

*Use **that** with singular nouns*	*Use **those** with plural nouns*
This chair is mine and **that chair** is yours.	I gave my sandwiches to **those boys.**
That animal is making a funny noise.	**Those children** go to a different school.
Would you pass me **that book**, please?	These shoes are mine and t**hose shoes** are yours.
Who is **that man** talking to Dad?	These apples look fresh but **those apples** look rotten.
How much is **that dress**?	**Those people** are from Africa.

Quantifying Determiners

Words such as **many**, **much** and **several** tell about quantity without giving an exact number. They are called **quantifying determiners**.

Some quantifying determiners are used only **with plural nouns**. They are **few**, **a few**, **fewer**, **many**, **several** and **both**.

Few people have been to the moon.

A few children are absent today.

I have **fewer** CDs than you.

We went to Europe **many** years ago.

Several friends went with me.

Both brothers have dark hair.

Some quantifying determiners can be used **with plural nouns and nouns that show no exact number**. They are **all**, **half**, **some**, **enough**, **a lot of**, **lots of**, **more**, **most**, **other** and **plenty of**.

All children seem to like chocolate.
We've eaten **all** the food in the refrigerator.

Half the balloons have burst already.
Jenny spends **half** her time watching television.

Some girls like to play football.
Can I have **some** water?

Do you have **enough** books to read?
I don't have **enough** material to make a dress.

A lot of people like burgers.
There's **a lot of** fruit in the bowl.

They went to a park with **lots of** animals in it.
You will gain weight if you eat **lots of** ice cream.

You've got **more** brothers than I have.
There's **more** space in my room than yours.

Most teachers enjoy teaching.
Most lemonade contains sugar.

He likes playing with **other** children.
They had never tasted **other** food.

Plenty of my friends have seen the Harry Potter movies.
Drink **plenty of** water every day.

Some determiners can be used only **with nouns of no exact number**. They are **little** (*meaning* not much), **a little** (*meaning* some), **much** and **less**.

We have **little** time to play.

There's **a little** rice left.

Does the teacher give you **much** homework?

I've got **less** ice cream than you.

Some quantifying determiners can only be used **with singular nouns**. They are **another**, **every** and **each**.

I need **another** pencil.

He likes **every** child in the class.

Each house is painted a different color.

The quantifying determiners **either** and **neither** refer to **two people or things**.

I don't like **either** drink.

Neither sister has long hair.

Some quantifying determiners are used **with singular, plural, or nouns of no exact quantity**. They are **any**, **no**, **no other** and **the other**.

Any dog will bite if it's afraid.
Are there **any** good books in the library?
There wasn't **any** space in the cupboard.

No child likes getting hurt.
There were **no** pencils in the drawer.
We've done **no** work today.

There is **no other** way of solving the problem.
She has **no other** friends.
We have **no other** food in the refrigerator.

Do you like this picture or **the other** picture?
The other boys laughed at him.
I like **the other** music better.

Interrogative Determiners

The words **what**, **which** and **whose** are used before nouns to ask questions. **Interrogative determiners** appear just before nouns.

What time is it?

Which boy is your brother?

Whose pen is this?

Possessive Determiners

The words **my**, **your**, **his**, **her**, **its**, **our** and **their** are used before nouns to show ownership. They are called **possessive determiners**.

I gave **my** sandwich to John.

Is this **your** desk?

Alan crashed **his** bike into a wall.

Mrs. Park keeps **her** house very clean.

The dog was licking **its** paws.

There's a snake in **our** garden.

Susan and Peter have invited me to **their** party.

Notes

The possessive determiner **your** can be used when you are talking to one person or more than one person:

I'm very angry with you, John. **Your** behavior has been very bad today.

Jake and Josh, **your** dinner is ready.

This table will help you remember how to use possessive determiners.

singular personal pronoun	possessive determiner
I (subject pronoun)	my
me (object pronoun)	my
you (subject/object pronoun)	your
he (subject pronoun)	his
him (object pronoun)	his
she (subject pronoun)	her
her (object pronoun)	her
it (subject/object pronoun)	its

plural personal pronoun	possessive determiner
we (subject pronoun)	our
us (object pronoun)	our
you (subject/object pronoun)	your
they (subject pronoun)	their
them (object pronoun)	their

Numbers

Numbers are determiners, too. Numbers are often used **before nouns** to tell you exactly how many people or things there are.

Our family has **two** dogs.

There are **twelve** months in the year.

We bought **three** pizzas.

My grandfather lived for **a hundred** years.

Using Determiners Together

You can use quantifying determiners with each other and with numbers.

Some people like winter but **many more** people prefer summer.

There's **a little less** space in this cupboard than in that one.

There are **five fewer** children in my class than in your class.

Use **of** between a quantifying determiner and another kind of determiner.

I don't like **any of these** drinks.

Some of my friends don't like country music.

Each of the boys answered the question correctly.

I've had **enough of your** bad behavior!

Five of these girls are taller than **any of the** boys.

The quantifying determiner **all** may be used with or without **of**. For example you can say:

We ate **all of** the food in the fridge.	*or*	We ate **all** the food in the fridge.
He spends **all of** his time playing football.	*or*	He spends **all** his time playing football.
She likes **all of** my friends.	*or*	She likes **all** my friends.

Exercise 1

Read the following passage. Write the correct article in each blank space. If no article is needed, leave the space blank. The first one has been done for you.

John lives in ___an___ apartment with his mom, dad and sister Katy. ________ apartment has three bedrooms, ________ kitchen, ________ bathroom and ________ living room. John's mom works in ________ office and his dad stays at ________ home and looks after ________ apartment. He spends much of his time in ________ kitchen, preparing meals. John and Katy help their dad with ________ housework. John likes using ________ vacuum cleaner and Katy likes to sweep ________ floor. Dad gives John and Katy money when they help him. They usually spend the money on ________ computer games!

Exercise 2

Notice the determiners in the following passage. What kind of determiners are they? Put a D in the box after a demonstrative determiner, a Q after a quantifying determiner, an I after an interrogative determiner, a P after a possessive determiner and an N after a number.

Sally is my ☐ friend. We play together every ☐ day. I usually go to her ☐ house to play. Her ☐ parents are very nice, but she has two ☐ brothers who sometimes spoil our ☐ games. Last week, her ☐ brothers pulled my ☐ hair. Sally's mom was very angry with them. "Stop behaving in that ☐ rough way!" she shouted. I'm glad I don't have any ☐ brothers.

5 Verbs and Tenses

Most verbs describe actions, so they are called **action verbs**. Action verbs tell what people or things are doing. Here are some common action verbs.

drink	look	jump	swim	fall
eat	shout	walk	throw	climb
laugh	run	sit	catch	dance

Subject and Verb Agreement

When you use a verb, you have to say who or what is doing the action. This 'who or what' is the **subject** of the verb. The subject and the verb match each other. You say that the subject and the verb *agree* when they match each other.

Use a **singular verb** if the subject is a **singular noun**. For example, the subjects 'my dad' or 'our school', or any of the pronouns **he**, **she** or **it**, require a singular verb. Most singular verbs end in **s**. Look at the subjects and their verbs in these examples. The subjects are in bold and the verbs are in color.

He always drinks milk when he's hot.

She eats bananas for breakfast.

Mom walks to work every day.

My sister dances like a professional dancer.

The baby falls when **she** tries to walk.

Our cat climbs the trees in our garden.

This form of the verb is called the **third person singular**. You use it when the subject of the verb is not you or the person you are speaking to, but some other person—a third person—or a thing.

Here are some more **third person singular verbs** that end in **s**.

plays	sings	shines	rides	smiles
draws	paints	blows	thinks	stops
reads	rains	travels	talks	starts

The third person singular form of some verbs is made by adding **es** at the end. Some examples are verbs that end in **sh**, **ch**, **ss**, **x**, **zz** and **o**.

brushes	watches	kisses	fixes
rushes	reaches	misses	mixes
polishes	teaches	passes	buzzes
crashes	catches	presses	does
washes	touches	dresses	goes

Here are some sentences with verbs in their **third person singular form**. The subjects are in bold and the verbs are in color.

She always brushes her teeth at bedtime.

Dad polishes his shoes until they shine.

My brother watches television after school.

Kim catches the ball with one hand.

Dad mixes flour and water when he makes bread.

The bee buzzes around the flowers.

My friend Sanjay goes to the same school as I do.

How do you make the third person singular form of most verbs that end in **y**? Usually, you just change the **y** to an **i** and then add **es**.

carry – carries	hurry – hurries	copy – copies
cry – cries	fly – flies	marry – marries
study – studies	worry – worries	bully – bullies

A cat carries its kitten with its mouth.

Mr. Chen hurries to work every morning.

The baby cries a lot at night.

This plane flies to the island every day.

Alice tries hard at school.

She copies all the questions in her notebook.

Some verbs that end in **y** have **a vowel before the y**. Just add an **s** at the end of these words to make the third person singular form.

buy – buy**s**	say – say**s**	pray – pray**s**
pay – pay**s**	annoy – annoy**s**	stay – stay**s**

Mom buys bread at the supermarket.

Mr. Carter pays all his bills with a credit card.

My friend says he has a salt-water aquarium.

She annoys me with her silly jokes.

Anna stays with her aunt on weekends.

If the subject of a verb is a **plural noun**, such as "Mom and Dad" or "our teachers", use a **plural verb**. Do not add **s**, **es** or **ies** to plural verbs. Plural verbs are also used with the pronouns **I**, **we**, **you** and **they**.

Mom and Dad love us.

My sisters listen to music a lot.

The stars shine brightly on a clear night.

Some people drink tea.

I like juicy hamburgers.

We learn interesting things at school.

You all know the words to this song, children.

They always walk home from school together.

Suppose the subject of a noun refers to a **group of people**. Depending on the meaning of the sentence, you may use either a singular or a plural verb.

The audience was enjoying the play.
The audience have all gone home.

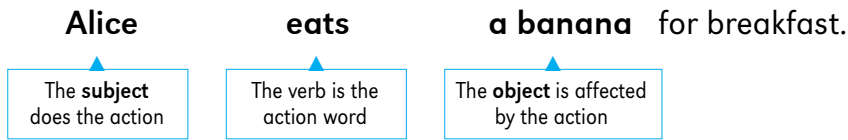
The class has thirty students.
The class are handing in their papers.

The band is performing until midnight.
The band were arguing among themselves.

Words that refer to groups of people or animals are called **collective nouns**. Here are some more examples:

crowd	committee	herd
crew	litter	flock

Transitive and Intransitive Verbs

Some verbs have **an object**. The object of a verb is the person or thing that is affected by the **action** of the verb. Look at this sentence:

The **subject** of the verb is **Alice**. She is the person who does the action: **she eats**. The **object** of the verb is **a banana**. **A banana** is affected by the action of the verb. So in this sentence, the object of the verb 'eat' is 'a banana'. Verbs that have objects are called **transitive verbs**.

Here are some sentences with **transitive verbs**. The verbs are printed in bold and their objects are printed in color.

John **likes** apples.

My sister **cooks** all our meals.

Dad **buys** tea at the market.

Sam **knows** the answer to the question.

My brother **rides** his bike in the street.

Mom **writes** stories in her spare time.

Some verbs don't have an object. A verb that does not have an object is called an **intransitive verb**. Here are some sentences with **intransitive verbs**.

In China, lots of people **walk** to work.

The boys **play** in the yard after school.

Mr. Carter always **drives** very carefully.

Doris **is** a very successful businesswoman.

Michael and I both entered the race. He **won** but I **lost**.

Some verbs can be either transitive or intransitive. Notice that the transitive meaning and the intransitive meaning are sometimes different.

transitive verbs	intransitive verbs
The pilot **flies** the plane very well.	Eagles **fly** high in the sky.
The boys **play** football on weekends.	The boys **play** in the yard on weekends.
My mom **runs** her own company.	My mom **runs** in the park for fun.
We **walk** the dog every evening.	We **walk** on the beach every evening.

Exercise 1

Read the following sentences. Underline the verb in each sentence.

1. We live in an apartment on the boulevard.
2. Some children learn very fast.
3. We go for swimming lessons on Sunday.
4. I like my new bike.
5. Babies sometimes sleep during the day.
6. My dad buys a newspaper every morning.
7. These dolls belong to Kathleen.
8. I often walk to school with my dad.
9. My sister plays the piano very well.
10. Sarah sometimes reads in bed at night.

Exercise 2

*Fill in the blank spaces with the **third person singular form** of the verbs in parentheses.*

Example: Ali ___looks___ (**look**) sad today.

1. Sumiko ______________ (**speak**) English very well.
2. Mr. Kim ______________ (**come**) to school on his motorbike.
3. My neighbor's dog ______________ (**bark**) very loudly.
4. My little brother always ______________ (**brush**) his teeth properly.
5. Dad is so tall that his head almost ______________ (**touch**) the ceiling.
6. Our dog ______________ (**catch**) the ball in its teeth.
7. Mom ______________ (**mix**) vinegar and oil to make salad dressing.
8. Sally ______________ (**try**) not to disturb her brother when he's reading.
9. Dad ______________ (**buy**) his newspaper from the store on the corner.
10. Her music ______________ (**annoy**) me when I'm doing my homework.

Exercise 3

Underline the verbs in the following sentences. Then show whether the verb is transitive or intransitive by putting a checkmark (✓) in the correct box. Remember that depending on the meaning, some verbs can be either transitive or intransitive. For each of the transitive verbs you have marked, write the object of the verb on the lines. The first one is done for you.

	intransitive verb	transitive verb	object
1. My brother and I often play chess.		✓	chess
2. Mom and Dad work in the garden on weekends.			
3. The library closes at 5 P.M.			
4. Mr. Ross drives his car very carefully.			
5. The cat jumped over the wall.			
6. My sister likes her new jeans.			
7. Grandad walks the dog every evening.			
8. Will you come with me to the shop?			
9. The boys are skating in the park.			
10. Dad is making sandwiches.			
11. The children went to bed.			
12. We buy our food at the supermarket.			
13. Sally found a good hiding place.			
14. They are learning to speak English.			
15. Anna was reading an interesting book.			
16. On weekends, I usually go to the beach with Dad.			
17. The cat is sleeping under the tree.			
18. They pushed the cart into the shed.			

The Simple Present Tense

Verbs have forms called **tenses** that tell you *when* the action happens. If the **action happens regularly**, **sometimes** or **never**, use the **simple present tense**.

We always **wash** our hands before meals.

Joe sometimes **lends** me his bike.

Dad **jogs** in the park every day.

We often **go** to the movies on Satrurday.

Mr. Ross **takes** a train to work.

The simple present tense is also used to state **facts**.

The sun **rises** every morning.

Penguins **live** in the Antarctica.

Dogs **love** playing in water.

The earth **goes** around the sun.

Australia **is** an island.

Use the simple present tense to tell the events of **a story that is happening now**.

I **arrive** at school. I **see** another girl crying. I **ask** her why she **is** sad. She **says** she **has**n't got any friends to play with. I **tell** her that she **can play** with me.

Use the simple present tense to talk about **things that will happen in the future**.

My little sister **starts** school tomorrow.

The new supermarket **opens** this Friday.

Next week I **go** on holiday to Japan.

We **fly** to London on Sunday.

The train **leaves** in five minutes.

My family **moves** to a new house next month.

am, is *and* are

The words **am**, **is** and **are** are the simple present forms of the verb **be**.

- Use **am** with the pronoun **I**.
- Use **is** with **singular nouns** like 'my dad' and 'the teacher', and with the pronouns **he**, **she** and **it**.
- Use **are** with **plural nouns** like 'my parents' and 'Jenny and Mary', and with the pronouns **we**, **you** and **they**.

I am twelve.
I am in the garden.
My mom is very tired today.
The teacher is tall.
She is also pretty.
Our dog is black.

The children are asleep.
Computers are very expensive.
My brother and I are upstairs.
We are in our bedrooms.
You are my best friend.
You and David are my best friends.

Here is a table to help you remember how to use **is**, **am** and **are**.

	singular	plural
first person	I **am**	we **are**
second person	you **are**	you **are**
third person	he **is**	they **are**
	she **is**	they **are**
	it **is**	they **are**

Notes

There are short ways of saying and writing **am**, **is** and **are** with pronouns. These short forms are called contractions.

full form	short form
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
they are	they're

You can use these contractions to replace **am**, **is** and **are** when they are used with **not**:

full form	short form
I am not	I'm not
he is not	he isn't
she is not	she isn't
it is not	it isn't
we are not	we aren't
you are not	you aren't
they are not	they aren't

there is *and* there are

Use **there** with **is** and **are** to say what exists or what you can have. Use **there is** with **singular nouns**, and **there are** with **plural nouns**.

There is a tree in our garden.

There is a girl called Farah in my class.

There is fish for dinner.

There is nothing to do when it rains.

There's a cat sitting on the bench.

There's a boy in my class who can walk on his hands.

There are cows in the field.

There are some very big ships in the harbor today.

The contraction for **there is** is **there's.**

Exercise 4

Look at the pairs of subjects and verbs below. Then write a sentence using each subject with the simple present form of the verb. Remember that you can also use the simple present tense to talk about the future.

Example: Dad goes to work on his bike.

	subject	verb
1.	Dad	go ______
2.	My brother	ride ______
3.	The dog	watch ______
4.	The bus	leave ______
5.	Tom and Sam	buy ______
6.	We	eat ______
7.	Aunt Grace	come ______
8.	Our neighbor	like ______
9.	The boys	start ______
10.	My family	travel ______

Exercise 5

Complete the following sentences by writing am, is or are in the blank spaces.

1. The weather ______________ beautiful today.
2. All the children ______________ on the playground.
3. Boys! You ______________ always late for class.
4. ______________ you on the basketball team, too?
5. Nobody in my class ______________ interested in football.
6. ______________ this computer more expensive than that one?
7. Sally ______________ my best friend.
8. Mom and Dad ______________ downstairs watching television.
9. Paul and Henry ______________ in the computer room.
10. The Eiffel Tower ______________ the tallest monument in Paris.

Exercise 6

*Read the following passage. Fill in **there's, there are, there isn't** or **there aren't** in the blank spaces.*

I like playing in our park because ______________ some great things to play on. ______________ a big chute to slide on and a huge sandbox to play in. ______________ also some swings. Dogs are not allowed in the park so ______________ no dogs to bother us. ______________ also a lot of space for us to run around. It sometimes gets hot because ______________ many trees to give shade, but ______________ a fountain where we can drink water. It's the best place in the town for children. ______________ another place as good as the park.

Exercise 7

Rewrite the following sentences using contractions. The first one has already been done to help you.

1. It is another sunny day today.

   It's another sunny day today.

2. This is my sister. She is five.

3. I am not very interested in sports.

4. She is not my best friend. You are my best friend.

5. Cats are not as noisy as dogs.

6. We are busy doing our homework.

7. She is busy cleaning the car in the garage.

8. Our teacher is not very tall.

9. My parents are not home from work yet.

10. My friend is not very good at math.

The Present Progressive Tense

The present progressive tense is used to talk about **things that are continuing to happen**.

Make the present progressive tense by using **am**, **is** or **are** with a verb that ends in **ing**.

I **am learning** how to swim.

I **am eating** my lunch.

I **am watching** television.

She **is reading** a book.

Dad **is baking** a cake.

My sister **is listening** to music.

Uncle David **is cleaning** his car.

The dog **is barking** in the garden.

We **are singing** our favorite song.

My brother and I **are playing** a computer game.

The teachers **are showing** us a film.

They **are bringing** a television set into the classroom.

Notes

The **ing** form of a verb is called the **present participle**. You use the **present participle** with **am**, **is** or **are** to make the present progressive tense.

am + watch**ing** *(present participle)*

is + listen**ing** *(present participle)*

are + play**ing** *(present participle)*

The present progressive tense is also used to talk about **things that are planned for the future**.

I **am going** to the library tomorrow.

My sister **is giving** me her bike when she gets her new one.

We can't go to the movies tomorrow because my mom **is working**.

We **are having** a barbecue on Sunday.

All my friends **are coming** to my party next week.

We**'re taking** my cousin to the zoo later today.

Exercise 8

Fill in the blank spaces with the present progressive tense of the verbs in parentheses. Try to use contractions such as I'm, she's and they're where you can.

1. We ____________________ (**go**) to the zoo tomorrow.
2. He ____________________ (**fix**) my bike in the garage.
3. I ____________________ (**help**) Mom in the kitchen.
4. My sister and I ____________________ (**watch**) television in our bedroom.
5. The train ____________________ (**leave**) in ten minutes.
6. They ____________________ (**come**) with us to the museum.
7. We ____________________ (**paint**) some pictures for Aunt Susan.
8. The boys and girls ____________________ (**dance**) in the hall.
9. The cat ____________________ (**chase**) some birds.
10. My brother ____________________ (**tickle**) me.

Exercise 9

*Complete the following sentences with either 1) the **simple present form** of the verb, or 2) the **present progressive form** of the verb.*

1. The teacher always ____________________ (**give**) us interesting project work.
2. The wind ____________________ (**blow**) very strongly today.
3. I ____________________ (**like**) chocolate ice cream.
4. Be quiet! We ____________________ (**try**) to listen to the radio.
5. Let's go inside now. It ____________________ (**begin**) to rain.
6. Penguins ____________________ (**eat**) fish.
7. Dad never ____________________ (**let**) us play in the street when it's dark.
8. The children ____________________ (**go**) swimming every day.
9. We're trying to catch the ball that ____________________ (**roll**) down the hill.
10. My teacher ____________________ (**know**) a lot about plants and animals.

The Simple Past Tense

Use the simple past tense to talk about **things that happened in the past**. The simple past tense is usually made by adding **ed** to the verb.

I opened the door and **looked** inside.

The plane **landed** ten minutes ago.

My cousin **visited** us last summer.

We **walked** to school yesterday.

She **laughed** when I told her the joke.

If a verb ends in **e**, just add **d** to make the simple past tense.

Who **closed** all the windows?

We **lived** in that house when I was a baby.

She **smiled** when she saw me.

We **raced** each other on our bikes.

If a verb ends in **y**, change the **y** to **i** before adding **ed**.

I **carried** my mom's shopping bag.

My brother **cried** when he fell off his bike.

We **hurried** to the station to catch the train.

Dad **tried** to help me with my homework.

With some **short verbs** that end in a consonant, you must double the consonant before adding **ed**.

I climbed over the fence and **ripped** my shirt.

The stranger **grabbed** my arm.

The dog **wagged** its tail when it saw the biscuits.

He **slammed** the door and walked off angrily.

was *and* were

The words **was** and **were** are the simple past forms of the verb **be**.

- **Was** is the simple past form of **am** and **is**. Use **was** with **singular nouns** like 'my dad' and 'the teacher', and with the pronouns **he**, **she** and **it**.
- **Were** is the simple past form of **are**. Use **were** with **plural nouns** like 'my parents' and 'Jenny and Mary', and with the pronouns **we**, **you** and **they**.

Ten years ago, I **was** only a baby.

When I **was** younger, I played with teddy bears.

My friend **was** ill yesterday.

Mom **was** angry when she saw the broken vase.

It **was** very wet on Monday.

It **was** six o'clock when we got home.

We **were** away on vacation last month.

John and I **were** in the garden.

You **were** nasty to me!

You and Sally **were** not at school yesterday.

Dinosaurs **were** prehistoric animals.

Those **were** my best jeans.

Here is a table to help you remember how to use **was** and **were**.

	singular	plural
first person	I was	we were
second person	you were	you were
third person	he was	they were
	she was	they were
	it was	they were

You may use these contractions when you are combining **was** and **were** with **not**.

full form	short form
I was not	I wasn't
he was not	he wasn't
she was not	she wasn't
it was not	it wasn't
we were not	we weren't
you were not	you weren't
they were not	they weren't

Irregular Verbs

Many common verbs have unusual present and past tense forms. These are called **irregular verbs**.

Remember that the simple past tense of most verbs is made by adding **ed** at the end: **look** becomes **looked**. Notice that the simple past tense of these common **irregular verbs** is quite different.

irregular verb	simple past tense	irregular verb	simple past tense
break	broke	keep	kept
bring	brought	kneel	knelt
buy	bought	know	knew
catch	caught	leave	left
come	came	lose	lost
do	did	meet	met
fall	fell	ring	rang
feed	fed	run	ran
feel	felt	see	saw
fly	flew	sell	sold
get	got	sleep	slept
go	went	speak	spoke
have	had	write	wrote

The simple past tense of other **irregular verbs** does not change at all.

verb	simple past tense	example
cost	cost	I bought a new CD. It **cost** twenty dollars.
cut	cut	My brother **cut** his finger this morning.
hit	hit	She **hit** the ball into a neighbor's garden.
hurt	hurt	I **hurt** my leg when I jumped off the wall.
let	let	Mom opened the door and **let** us in.
put	put	The tea tasted horrible because I **put** too much sugar in it.
read	read	Dad **read** us a story last night.

Exercise 10

Write each past tense verb below under the correct heading.

laughed lived smiled landed
cried pinned hurried played
hopped tried grabbed raced

verb + *ed*	verb + *d*	double the last letter + *ed*	change *y* to *i* and add *ed*

Exercise 11

Complete the sentences with the simple past tense of the verbs in parentheses.

1. The boys ______________ (**whisper**) secrets to each other.
2. Uncle Ben ______________ (**hurry**) to catch his bus.
3. We ______________ (**return**) our books to the library.
4. She ______________ (**kiss**) the frog and it ______________ (**change**) into a prince.
5. Someone ______________ (**tap**) me on the shoulder.
6. The baby ______________ (**cry**) when we took her toy away.
7. John ______________ (**pin**) the badge onto his jacket.
8. Two doctors ______________ (**rush**) into the room.
9. This is the house that we ______________ (**live**) in when I was younger.
10. Grandad ______________ (**lower**) himself into the chair.

Exercise 12

Write was or were in the blank spaces in the following passage.

It ____________ a beautiful summer's day and there ____________n't a cloud in the sky. Mom, Dad and I ____________ all in the garden. Dad ____________ in the vegetable garden planting some seeds and Mom and I ____________ busy with other jobs. The sun ____________ hot and soon I ____________ feeling very tired. Mom and Dad ____________n't tired at all. They went on working for a long time. I ____________ glad when it ____________ time to go inside and have a drink.

Exercise 13

Draw a circle around the correct past tense verb in each sentence below.

1. I (**losed** / **lost**) my watch in the park.
2. David (**hurt** / **hurted**) his knee when he (**falled** / **fell**).
3. I kicked the ball hard and it (**breaked** / **broke**) a window.
4. My new shoes (**cost** / **costed**) a lot of money.
5. I (**getted** / **got**) this book from the library.
6. We had a garage where we (**keeped** / **kept**) our car.
7. Ali (**shew** / **showed**) me the cut on his knee.
8. The glass (**falled** / **fell**) off the table and (**breaked** / **broke**).
9. We (**selled** / **sold**) our old car and (**buyed** / **bought**) a new one.
10. The bell (**ringed** / **rang**) and we all (**goed** / **went**) into school.
11. The dog (**catched** / **caught**) the ball in its mouth.
12. The man (**kneeled** / **knelt**) down to talk to the little boy.
13. I (**meeted** / **met**) my friend in the park.
14. Our cat (**runned** / **ran**) onto the road in front of a car.
15. Jane (**writed** / **wrote**) a letter to her best friend.

The Past Progressive Tense

Use the past progressive tense to talk about **things that were happening** in the past and had not stopped happening. They were continuing.

To make the past progressive tense, use **was** or **were** and a verb that ends in **ing**.

I **was watching** television.

Ben **was finishing** his homework.

She **was putting** her books into her schoolbag.

Jenny and I **were tidying** the classroom.

We **were** all **dancing** at the party.

You **were**n't **listening** to the teacher.

Some boys **were looking** out of the window.

Notes

The **ing** form of a verb is called the **present participle**. You use the present participles with **was** or **were** to make the past progressive tense:

was + clean**ing** *(present participle)*

were + listen**ing** *(present participle)*

You can also use the past progressive tense to say **what was happening when something else happened**.

Sam **was doing** his math homework when the phone rang.

Dad **was cooking** our dinner when I got home.

When I saw Joe, he **was looking** for his dog.

We **were** all **enjoying** the movie when the power went out.

What **were** they **doing** when the bell rang?

Exercise 14

Complete the sentences with the past progressive tense of the verbs in parentheses.

1. At the block party lots of people ____________________ (**dance**) in the street.
2. I ____________________ (**sit**) in my bedroom reading a book.
3. Someone ____________________ (**make**) a very loud noise in the street.
4. Why ______________ you all ______________ (**laugh**) when I came in?
5. Mike and John ____________________ (**wash**) their paintbrushes.
6. Sally ____________________ (**practice**) the piano.
7. I ran so fast that my heart ____________________ (**beat**) really hard.
8. Our neighbors ____________________ (**have**) a barbecue.

have, has *and* had

The verb **have** is used to say **what people own or possess.**

- Use **have** with the pronouns **I**, **we**, **you** and **they**, and with **plural nouns** such as 'my parents' and 'Tom and Susan'.

- Use **has** with the pronouns **he**, **she** and **it**, and with **singular nouns** such as 'my dad' and 'the teacher'.

I **have** two brothers and one sister.

Monkeys **have** long tails.

My sister and I **have** a swing in our garden.

John **has** a big brother.

Sally **has** a pretty face.

An elephant **has** a long trunk. It also **has** big ears.

His brother **has** dark hair.

Our apartment **has** big windows.

The words **have** and **has** are the simple present forms of the verb **have**.

Use **have** to talk about **things that people do or get.**

I can't play football because I **have** a broken leg.

We **have** art lessons on Mondays.

You **have** a stain on your shirt.

They **have** the desks nearest the teacher.

Peter **has** a sore knee.

You also use **have** to talk about **things that people eat.**

We usually **have** lunch at school.

Mom and Dad sometimes **have** their breakfast in bed.

Jenny often **has** sandwiches for lunch.

She sometimes **has** cola to drink.

Here is a table to help you remember how to use **have** and **has**.

	singular	plural
first person	I have	we have
second person	you have	you have
third person	he has	they have
	she has	they have
	it has	they have

The simple past tense form of **have** and **has** is **had**.

I **had** a big toy car when I was small.

It was sunny so we **had** lunch in the garden.

They **had** a wonderful holiday in Europe.

Sally and I **had** chicken for dinner.

The boys **had** a fight in the playground.

Dad **had** a sore back yesterday.

She **had** long hair when I saw her a year ago.

Our cat **had** three kittens last week.

Use **had** when you're talking about **wishes**.

I **wish** I **had** a new bike.

Kathleen **wishes** she **had** a big sister.

Dad **wishes** he **had** a bigger garage.

The boys **wish** they **had** more space to play football in.

You can make the negative with **didn't have**.

I **wish** I **didn't have** so much homework.

Jack **wishes** he **didn't have** a broken leg.

Dad **wishes** he **didn't have** to work on weekends.

Do you **wish** you **didn't have** English classes today?

The Present Perfect Tense

The present perfect tense shows action in the indefinite past. The present perfect tense is also used to show action begun in the past and continuing into the present.

To make the present perfect tense, use **have** or **has** and a verb that ends in **ed**.

We **have lived** in this house for five years.
(= *and we still live there*)

Your plane **has** already **landed**.
(= *and it's still on the ground*)

She **has dirtied** her new shoes.
(= *she made them dirty and they're still dirty*)

The teacher **has pinned** a notice on the board.
(= *and the notice is still there*)

You don't need your key. I**'ve** already **opened** the door. (= *and it's still open*)

The **ed** form of a verb is called the **past participle** when it is used with **has** or **have** to make the present perfect tense:

have + land**ed** (*past participle*)

has + open**ed** (*past participle*)

Irregular Past Participles

Remember that irregular verbs don't have a simple past form that ends in **-ed**.

Irregular verbs also have unusual **past participles** that don't end in **-ed**. The past participle of some verbs is the same as the simple past tense.

irregular verb	simple past tense	past participle
fight	fought	fought
have	had	had
lose	lost	lost
teach	taught	taught
win	won	won

Here are more examples of **irregular past participles**.

irregular verb	simple past tense	past participle	example
keep	kept	kept	I **have kept** the letter you sent me.
catch	caught	caught	The police **have caught** the thieves.
bring	brought	brought	Maggie **has brought** her favorite CD to school.
make	made	made	The children **have made** a birthday card for their mom.
sell	sold	sold	They'**ve sold** their car and now they
buy	bought	bought	**have bought** motorcycles.

Some common **irregular verbs** have a past participle that is **different** from the simple past tense.

irregular verb	simple past form	past participle	example
be	was	been	Anna **has been** my best friend for years.
break	broke	broken	I'm sorry, I'**ve broken** your pencil.
do	did	done	Jack **has** already **done** his homework.
draw	drew	drawn	We'**ve drawn** a picture for you, Mom.
drink	drank	drunk	**Have** you **drunk** all your orange juice?
eat	ate	eaten	Someone **has eaten** all the chocolates.
fall	fell	fallen	One of the pictures has **fallen** off the wall.
go	went	gone	I'm sorry, but your train **has** already **gone**.
know	knew	known	I'**ve known** Michael for two years.
see	saw	seen	Kathleen **has** already **seen** that movie.
speak	spoke	spoken	Miss Hill **has spoken** to the principal about the problem.

Some **irregular verbs** have a past participle that **does not change** at all.

irregular verb	past participle	example
cut	cut	I'**ve cut** my finger and it's bleeding badly.
hit	hit	The children next door **have hit** their ball into the busy street.
cost	cost	This vacation **has cost** us hundreds of dollars already.
read	read	Dad **hasn't read** my school report yet.
hurt	hurt	Can Anna sit down? She'**s hurt** her leg.
put	put	**Have** you **put** any sugar in my tea?

Exercise 15

Complete the following sentences with has or have.

1. My dog _______________ a long shiny coat.
2. Our teacher _______________ a very kind face.
3. You _______________ a lot of homework to do.
4. Sam and I _______________ desks near the front of the class.
5. Paul _______________ two brothers and a sister.
6. My friend Andy _______________ a big house.
7. Mice _______________ long tails.
8. Most dogs _______________ sharp teeth.
9. I _______________ more toys than my friend _______________.
10. These flowers _______________ a strange smell.

Exercise 16

Complete the sentence with the present perfect tense of the verbs in parentheses.

1. The children ____________________ (**make**) the house very messy.
2. I ____________________ (**see**) that actor in several movies.
3. The boys ____________________ (**drink**) all the soda in the refrigerator.
4. Our dog ____________________ (**hurt**) its leg.
5. One of the workmen ____________________ (**fall**) off his ladder.
6. She's sad because her friends ____________________ (**go**) to the park without her.
7. Dad ____________________ (**have**) a shower already.
8. I've been shouting so much that I ____________________ (**lose**) my voice.
9. My sister's boyfriend ____________________ (**buy**) her a diamond ring.
10. Alan ____________________ (**do**) this jigsaw puzzle so many times that he could do it with his eyes shut.

Exercise 17

Draw a circle around the correct past participle in each sentence below.

1. Your child has (**broke**/**broken**) my window!
2. Have you (**eaten**/**ate**) all your dinner?
3. I have (**known**/**knew**) Sally since we were in kindergarden.
4. Michael has (**drew**/**drawn**) a picture for his grandad.
5. The new girl seems nice, but I haven't (**spoke**/**spoken**) to her yet.
6. We've (**drank**/**drunk**) all the milk.
7. The ball has (**went**/**gone**) over the garden fence.
8. Has Tom (**did**/**done**) all his homework?
9. You have (**been**/**was**) late for school every day this week.
10. Help! I've (**fell**/**fallen**) down a hole!

The Future Tense

To show future action use the verbs **shall** and **will** with another verb that describes the action.

- You can use either **shall** or **will** with the pronouns **I** and **we**.
- Use **will** with the pronouns **you**, **he**, **she**, **it** and **they**.
- **Will** is also used with **singular nouns** like 'my dad' and with **plural nouns** like 'all the boys in my class'.

I **shall do** my homework after dinner.

I **will miss** you when you leave.

We **shall take** the dog for a walk later.

We **will visit** Grandma this weekend.

He **will be** home later.

She **will help** us cook the food for the party.

It **will** soon **be** dark outside.

I think it **will be** sunny tomorrow.

I expect they **will give** you a present.

Mom **will be** very pleased with you.

Your plant **will die** without water.

The school **will** soon **need** a lot of repairs.

John and I **shall be** glad when the exams are over.

Bill and Kim **will be** late for school if they don't hurry.

Notes

You can shorten **shall** and **will** as **'ll** when you use these words with pronouns:

full form	contraction
I shall, I will	I'll
we shall, we will	we'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
they will	they'll

To make the negative form, use **will** and **shall** with **not**. The contraction for **will not** is **won't**.

I **will not** help you unless you help me first.

It **won't** be very sunny again until next summer.

You **won't** like this food. It's horrible!

We **shall not** go to the party without you.

To talk about **facts in the future** or **plans that will not change**, use the **simple present tense.**

Tomorrow **is** Sunday.

Summer vacation **ends** on Friday.

The new library **opens** next week.

We **fly** to Paris on Wednesday.

You can also talk about **plans for the future** and other **future happenings** by using **be going to** and another verb. Remember to:

- Use **am** and **was** with the pronoun **I**.
- Use **is** and **was** with the pronouns **he**, **she** and **it**, and with **singular nouns** like 'my mom' and 'the teacher'.
- Use **are** and **were** with the pronouns **we, you** and **they**, and with **plural nouns** like 'my friends' and 'John and Sally'.

I **am going to visit** my cousin tomorrow.

I **am going to see** the new Star Wars movie next week.

My friend John **is going to move** to Chicago next year.

Dad **is going to buy** me a skateboard.

Aunt Jane **is going to have** another baby soon.

It **is going to be** windy tomorrow.

I hope someone **is going to fix** the television soon.

You **are going to help** me, aren't you?

My friends **are going to teach** me how to play chess.

Mom and Dad **are going to buy** a new computer.

Your books **are going to fall** off the shelf if you're not careful.

Are you **going to read** your book now?

Exercise 18

Decide whether shall and will are used correctly in each sentence. Put a checkmark ✓ in the box for a correct use and an x ✗ in the box for an incorrect use.

1. My dad will ☐ be home later.
2. I will ☐ never forget my days at school.
3. Tom and Kumar shall ☐ come with us.
4. The weather report says that it shall ☐ be sunny again tomorrow.
5. We will ☐ miss my cousins when they leave.
6. Raj and I shall ☐ feel happier when the exams are over.
7. It will ☐ be late when we arrive in London.
8. I shall ☐ stay awake all night and watch for Santa Claus.
9. My grandparents shall ☐ enjoy coming to our house for Christmas.
10. The winter holidays shall ☐ give us all a good rest.

Exercise 19

Read the pairs of subjects and verbs below. Then write sentences about future events using the correct form of be going to. For example, for the first sentence you could write:

My friend Tom is going to sleep at my house tonight.

	subject	verb	
1.	My friend Tom	sleep	______
2.	We	ride	______
3.	The dog	catch	______
4.	Uncle Andy	come	______
5.	It	rain	______
6.	We	eat	______
7.	Jamal and I	have	______
8.	The teachers	read	______

do, does *and* did

The verb **do** is used to talk about actions. The words **do** and **does** are the simple present forms of the verb **do**.

- Use **do** with the pronouns **I**, **we**, **you** and **they**, and with **plural nouns** such as 'my parents' and 'Tom and Susan'.
- Use **does** with the pronouns **he**, **she** and **it**, and with **singular nouns** such as 'my dad' and 'the teacher'.

I always **do** my homework after dinner.

I **do** drawings with colored pencils.

We **do** our shopping at the supermarket.

You **do** magic tricks very well.

They **do** their housework on the weekend.

Mom and Dad **do** the cooking together.

Jim and Alan always **do** well in math tests.

The artist **does** beautiful paintings.

She **does** very interesting work.

He **does** the washing and she **does** the cooking.

Julie always **does** her exercises before breakfast.

My friend Hannah **does** karate at a local gym.

The vacuum cleaner **does** a better job than the broom.

Here is a table to help you remember how to use **do** and **does**.

	singular	plural
first person	I do	we do
second person	you do	you do
third person	he does she does it does	they do they do they do

The simple past form of **do** is **did**.

I **did** my homework but forgot to take it to school.
Sally **did** her hair in front of the mirror.
The boys **did** very badly in their spelling test.
Paul and Roger **did** some magic tricks for us.
The children **did** the housework while their parents relaxed.

To make the negative form of verbs in the simple present tense, use **do** and **does** with **not.**

I **do not have** any brothers or sisters.
We **do not want** any more bread, thank you.
My brother and I **do not like** football.
You see beautiful mountains in Scotland but you **do not see** much sunshine.
Mom **does not buy** our food at that supermarket.
Jenny **does not eat** lunch at school because she **does not like** the food.
My cat **does not make** as much noise as your dog.

The simple past tense of **does not** and **do not** is **did not.** The contraction is **didn't.**

Maggie **did not have** long hair when I first met her.
I got sunburned because I **did not wear** my hat.
The teacher **didn't give** us any homework.
Mom and Dad **didn't buy** me a cell phone for my birthday.
You **didn't take** the dog for a walk last night.

Notes

Here are the contractions you can use when **do**, **does** and **did** are used with **not**.

full form	short form
I/we do not	I/we don't
you do not	you don't
they do not	they don't
he/she/it does not	he/she/it doesn't

full form	short form
I/we did not	I/we didn't
you did not	you didn't
they did not	they didn't
he/she/it did not	he/she/it didn't

Exercise 20

Complete the following sentences with do, does or did.

1. I always ______________ my homework in my room.
2. Mom and Dad usually ______________ the laundry together.
3. You ______________ the same math problems last week.
4. We always ______________ our shopping at the farmers' market.
5. The children ______________ their work quietly while the teacher looks at their homework.
6. Uncle David ______________ magic tricks when he comes to visit.
7. Last night, Mom ______________ her exercises before bedtime.
8. Anna played the piano and Rachel ______________ a lively dance.
9. Kamal always ______________ well in math tests.
10. If John ______________ the cooking, will you ______________ the dishes?

Exercise 21

Complete the following sentences with the contractions don't, doesn't or didn't.

1. Katy ______________ go to school on the bus.
2. I ______________ like chocolate ice cream.
3. If the weather ______________ improve, we'll have the party indoors.
4. ______________ worry about the mess. It does not matter.
5. I ______________ answer all the questions on the math test.
6. Mom and Dad ______________ work on weekends.
7. My sister and I ______________ visit Grandma last Sunday.
8. My friend John ______________ finish his homework yesterday.
9. Our neighbors ______________ like dogs very much.
10. Our teacher ______________ speak Japanese.

The Infinitive

The **infinitive** is the base form of a verb. It is often preceded by the word **to**.

Infinitives often appear **after other verbs**.

The rain began **to fall**.

Sally and I agreed **to meet** this afternoon.

I've arranged **to see** the doctor at 3 o'clock.

I hope **to visit** Disneyland someday.

I like **to ride** my bike in the street.

My parents have decided **to buy** a new car.

Paul is learning **to swim**.

I didn't mean **to upset** you.

Some verbs have an **object before the infinitive**. In these examples the objects are printed in color.

Simon asked me **to help** him.

The teacher told us not **to run** in the corridor.

Susie persuaded her friends **to play** on the team.

The manager allowed the staff **to leave** early.

Infinitives often appear **after adjectives**. In these examples the adjectives are printed in color.

The boys were afraid **to cross** the busy road.

I'm very pleased **to see** you again.

This problem will be difficult **to solve**.

The shelf is too high **to reach**.

Don't you think it's rude **to ignore** the new girl in class?

The experiment was interesting **to watch**.

You're welcome **to come** with me.

You can also use infinitives **after some nouns and pronouns** to say what you are using something for.

Take a book **to read**.

I phoned for a taxi **to take** us to the airport.

Has everyone got something **to drink**?

I've got lots of nice clothes **to wear**.

Find a space on the floor **to sit in**.

Infinitives sometimes follow words like **how**, **what**, **which** and **where**.

My brother is learning how **to cook**.

I can't decide which **to choose**—the ice cream or the pudding.

I don't know what **to say**.

Sally can't remember where **to hang** her coat.

Infinitives are also used **after helping verbs** such as **will**, **can**, **should**, **may** and **must**. After these helping verbs use infinitives without the word **to.**

I **can swim**.

We think she **will win** the race.

You **must try** harder.

Do you think we **should wait**?

May I **come** in?

The helping verbs **will**, **can**, **should**, **may** and **must** are called **auxiliary verbs**.

The Imperative Form of Verbs

When you give an order or command, use the base form of a verb, such as **give**, **read** or **come**. This base form is called **the imperative**.

Open your books to page 25.

Stop and **look** before you cross the road.

Come to the front of the class.

Show me your homework.

Read the first sentence out loud.

Choose a partner and **stand** in a circle.

Imperatives are very direct. To be more polite, you can use **please** before the imperative.

Please show me your homework.

Please read the first sentence out loud.

Please come to the front of the class.

To make negative imperatives, use **do not** or **don't** before the base form of the verb.

Do not bring calculators into the exam room.

Please **don't change** anything on my computer.

Gerunds

A **gerund** is the **ing** form of a verb used as a noun. Sometimes a gerund is called a **verbal noun** because it comes from a verb.

Running is a good way to keep fit.

Susan is very good at **drawing**.

He loves **dancing** and **singing**.

Have you ever tried **sailing**?

I don't like **watching television**.

We enjoyed **visiting our grandparents.**

Notes

Sometimes it is difficult to know whether an **ing** word is a **gerund** or a **present participle**. If you can replace the **ing** word or its phrase with the pronoun **it**, then the word is a gerund. Look again at the examples on the left. Try replacing the words in bold with **it**.

Some gerunds can be used **in front of other nouns**, like adjectives.

a **washing** machine	=	a machine that does washing
a **shopping** bag	=	a bag for carrying your purchases
walking boots	=	boots you wear for walking in the countryside
gardening clothes	=	clothes you wear for gardening

Exercise 22

Look at the following half-sentences that contain adjectives. Complete each sentence with an infinitive. For example, for the first sentence you could write:

I was too afraid to touch the spider.

1. I was too afraid ____________________ .
2. Mom and Dad are happy ____________________ .
3. She seemed very pleased ____________________ .
4. The book was very interesting ____________________ .
5. Is your hand small enough ____________________ ?
6. The dog looked too tired ____________________ .
7. The wall was impossible ____________________ .
8. The first question wasn't easy ____________________ .
9. It was embarrassing ____________________ .
10. The sea was warm and wonderful ____________________ .

Exercise 23

Decide whether or not each sentence uses the infinitive correctly. Mark a correct use with a checkmark ✓ , and an incorrect use with an x ✗ .

1. She likes play in the park. ☐
2. The sun was beginning to shine. ☐
3. I decided to help Dad with the dinner. ☐
4. Mom asked me close the window. ☐
5. The teacher warned me to be quiet. ☐
6. I didn't know which tool use. ☐
7. We couldn't decide how many cakes to buy. ☐
8. Can I to watch the TV, Mom? ☐
9. Do you think I should help him? ☐
10. I think I shall to go home now. ☐

Exercise 24

Study the following pairs of verbs and nouns. Then write a sentence using each pair with the verb as an imperative. Try to use negatives in some of your sentences. For the first pair, you could write:

Show him the picture. **or** Don't show him the picture.

	verb	noun	
1.	show	picture	______
2.	bring	bike	______
3.	eat	sandwiches	______
4.	wash	hands	______
5.	listen	parents	______
6.	wait	name	______
7.	sleep	classroom	______
8.	make	noise	______

Exercise 25

Make a gerund from each verb below. Then write a sentence using that gerund. For example, the gerund you can make from the first verb is cycling. You could write the sentence:

She loves cycling in the countryside.

	verb	gerund
1.	cycle	cycling
2.	paint	______
3.	eat	______
4.	sleep	______
5.	watch	______
6.	bake	______
7.	fly	______
8.	cook	______

6 Auxiliary Verbs

Auxiliary, or helping verbs, are used **before infinitives** to add a different meaning. For example, you use auxiliary verbs to say:

- that someone is able to do something,
- that someone is allowed to do something, or
- that someone has to do something.

The hellping verbs are **can**, **could**, **would**, **should**, **ought to**, **will**, **shall**, **may**, **might** and **must**.

can *and* could

Use **can** and **could** to say that someone is **able to do something**.

She **can draw** really good pictures.

Philip **can run** faster than Matt.

Can you **ride** a bike?

Can you **help** me with my homework?

She **could** already **read** before she started school.

Our teacher said we **could go** home early.

I ran as fast as I **could**.

Sarah **could not come** to the party because she was ill.

Notes

- **Could** is the simple past tense form of **can**.
- When you put **not** after **can**, write it as one word: **cannot**.

  They **cannot find** their way home.
- The contraction of **cannot** is **can't**, and the contraction of **could not** is **couldn't**.

  They **can't find** their way home.

  I'm full. I **can't eat** any more.

  Sarah **couldn't come** to the party because she was ill.

You may also use **can** and **could** to say that someone is **allowed to do something**.

My mom says you **can come** to our house for dinner.

Dad says I **can't walk** to school on my own.

You **can't go** in there without a ticket.

Mom said I **could have** ice cream after my dinner.

The big sign on the gate said PRIVATE, so we **couldn't** go in.

Can and **could** are also used for **asking for information or help**, for **offering something**, and for **suggesting something**.

Can you tell me if this train goes to Topeka?

Could you show me where the accident happened?

Could you open that window, please?

You can borrow my pen, if you like.

Your sister could come with us, if she wanted to.

I could lend you my football.

We can go to the library instead.

You could ask your dad to help us.

John can borrow his brother's skates.

will *and* would

Use **will** and **would** when you are **asking someone to do something**.

Will you please stop making that noise?

Would you pass me that book, please?

Please, **will you** close the door?

You can also use **will** and **would** to **offer something** or to **suggest something**.

Will I hold this end of the rope?

Will I carry the bag for you?

Would you like another drink?

Which cake **would you** like?

Notes

The contraction of **will not** is **won't** and the contraction of **would not** is **wouldn't**:

Won't you stay and eat with us?

Wouldn't it be better to wait?

shall *and* should

You can use **shall** and **should** to **ask for advice**, **offer something** and **suggest something**.

Should I bring waterproof clothes?

Should I phone the police?

Shall we go home now?

Shall I go by car, or will it be better to walk?

Shall I help you with that heavy bag?

You should try that new French restaurant.

ought to

You use **ought to** to **make strong suggestions** and **talk about someone's duty**.

You look tired. **You ought to** go to bed early tonight.

I ought to get more physical exercise.

We ought to lock the door when we leave home.

You ought to turn off the computer when you're not using it.

You ought to know how to spell your own name.

The teacher ought to make his classes more interesting.

must

Use **must** to **talk about things that you have to do**.

I must mail this letter today.

You must speak louder. I can't hear you.

Children must not play with matches.

Go to bed now. Oh, **must I**?

Why **must I** do my homework tonight?

Notes

- **Must** keeps the same form in the past tense.
- The contraction of **must not** is **mustn't.**

She mustn't let the dog sleep on her bed.

may *and* might

Use **may** to **ask if you are allowed** to do something and to **tell someone that they are allowed** to do something.

"**May I** go out to play now?" "Yes, **you may**."

May I borrow your pen?

Please **may I** see your ticket?

John may leave now, but **Sally may not**.

May Kenny come with us to the movies?

Use **may** and **might** to **talk about things that are possible or likely**.

Take an umbrella. **It might** rain.

I may not have time to go swimming tonight.

We might go to the party later.

If you're not careful, **you may** hurt yourself.

"Are you going to the concert?" "I don't know. **I might** or **I might not**."

Verb Phrases

A **verb phrase** consists of a **verb** and a preposition such as **after**, **into** and **over**. The **preposition** gives the verb a special meaning.

Here are some sentences that contain phrasal verbs. Read the meanings in parentheses.

Who **looks after** (= *takes care of*) the baby when your parents are at work?

Mike has blond hair and blue eyes. He **takes after** (= *looks like*) his mother.

Dad **bumped into** (= *met by chance*) an old friend at the station.

My sister **is getting into** (= *is starting to be interested in*) pop music.

Is your mom **getting over** (= *recovering from*) her illness?

Some health inspectors came to **look over** (= *inspect*) the factory.

We hoped that the thieves **wouldn't get away with** (= *escape punishment for*) their crime.

I'm going to the store because we'**ve run out of** rice (= *used all our rice*).

Some verb phrases have three parts:

get away with

run out of

Exercise 1

Complete the sentences below by writing can or can't on the blanks.

1. You ______________ borrow my book, if you want to.
2. Sam looked everywhere but he ______________ find his pencil.
3. Don't help me. I ______________ do it by myself.
4. Sandy ______________ open the window. She's not tall enough to reach it.
5. "Why ______________ John come out to play?" "Because he's ill."
6. This is a film for adults only. Children ______________ watch it.
7. ______________ you help me with this heavy bag?
8. They've lost the map and ______________ find their way back to the hotel.

Exercise 2

Complete the sentences using would or wouldn't with a verb from the list below. The first one has been done for you.

stop	work	help	take	like
wait	buy	be	move	enjoy

1. We hoped it ______would be______ sunny for our picnic.
2. I pushed the horse hard but it ______________________.
3. I asked Dad if he ______________________ me some ice cream.
4. __________________ you __________________ some more orange juice?
5. Sally switched on her computer but it ______________________.
6. Mom and Dad said they ______________________ me to the zoo as a treat.
7. We sat in the house and wished the rain ______________________.
8. Uncle David said he ______________________ me with my homework.
9. The man said he ______________________ until the doctor was free.
10. I knew you ______________________ playing my new video game.

Exercise 3

Tell whether each sentence below uses may or may not correctly. Show a correct use with a checkmark ✓ or an incorrect use with an x ✗ .

1. Andrew may not go out to play now because he has finished his homework. ☐
2. Take an umbrella. It may not rain. ☐
3. Please may we not watch television now? ☐
4. You may not hurt yourself with that sharp knife. ☐
5. I may come out to play later if I'm feeling better. ☐
6. They are late. The bus may not have broken down. ☐
7. "May I read the story you have written?" "Yes, you may not." ☐
8. "May Andrew stay for dinner?" "Yes, he may." ☐

Exercise 4

Complete the sentences using should or shouldn't and a verb from the list below. The first one has been done for you.

go	eat	stop	believe	think
wait	try	read	let	listen

1. They ___should stop___ making all that noise. It's disturbing people.
2. Mom says I ____________ more vegetables.
3. We ____________ everything we see on television.
4. You ____________ more about other people and less about yourself.
5. It's getting late. I ____________ home now.
6. You ____________ your best.
7. You ____________ letters that are addressed to other people.
8. Parents ____________ their children go out after dark.
9. Students ____________ outside the door until the teacher tells them to come in.
10. Children ____________ to the advice their parents give them.

Exercise 5

Now rewrite the sentences from Exercise 4 above, using ought to or ought not to.

1. ____
2. ____
3. ____
4. ____
5. ____

6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

9. ______________________________

____

10. ______________________________

____

Exercise 6

Complete the sentences using must or mustn't with a verb from the list below. The first one has been done for you.

go	eat	stop	believe	tell
steal	be	read	park	listen

1. You ______ must stop ______ at the curb and look before you cross the street.
2. Children ______________ to the teacher if they want to learn.
3. You ______________ everything your friends tell you.
4. You ______________ the question carefully before you write the answer.
5. If you want to be healthy, you ______________ a lot of fruits and vegetables.
6. You ______________ out on your own at night.
7. We ______________ because it is wrong.
8. Drivers ______________ their cars in the middle of the road.
9. If you want people to be nice to you, you ______________ nasty to them.
10. You ______________ always ______________ the truth.

7 Adverbs and Adverb Phrases

Adverbs are words that **tell you more about verbs**, **adjectives and other adverbs**. Many adverbs end in **ly**. You make these adverbs by adding **ly** to adjectives.

She writes **neatly**.

The traffic was moving **slowly**.

We waited **patiently** to see the doctor.

They waved goodbye **sadly**.

David sings **beautifully**.

The children walked **quickly** into the classroom.

Notes

Some words that end in **ly** are not adverbs. Some **adjectives** end in **ly** too. For example:

Sam was feeling very **lonely**.

She was wearing a **lovely** dress.

It was a very **lively** party.

Adverb phrases are groups of words that functions as single adverbs to describe the action of the verb.

Are you sitting **in a comfortable chair**?

Mr. Dickson always dresses **in fashionable clothes**.

He draws cartoons **like a real cartoonist**.

The train arrived **on time**.

Adverbs of Manner

Some adverbs and adverb phrases describe **the way** people do things. They answer the question "How?"

The girls answered all the questions **correctly**.

He was driving **carelessly**.

The plane landed **safely**.

Katy plays the piano **skillfully**.

Sam is behaving **like a baby**.

Please speak **in a clear voice**.

She writes **in a very grown-up way**.

You can buy fruit **very cheaply** in this shop.

They sell everything **at very low prices**.

David sings **like a professional singer**.

Adverbs of Time

Some adverbs and adverb phrases answer the question "**when?**" They are called **adverbs of time**.

I'm going to my new school **tomorrow**.

The train has **already** left.

We moved into our new house **last week**.

My big brother goes to college **in the autumn**.

Our favorite TV program starts **at 6 o'clock**.

It rained heavily **last night**.

We're going on a trip **in a few days' time**.

We'll leave **as soon as possible**.

My shoes will be too small for me **next year**.

I haven't seen Mom **this morning**. Is she working **today**?

Adverbs of Place

Some adverbs and adverb phrases answer the question "**where?**" They are called **adverbs of place**.

It's very sunny but cold **outside**.

The boys are playing **upstairs**.

That's our ball **there**.

I couldn't find my book **anywhere**.

They live in a house **nearby**.

The dog is **in the garden**.

Flowers like these grow **in the park**.

We're going **to New York City** on our school trip.

My brother is studying **at an English university**.

They live **on the northern side of the island**.

Adverbs of Frequency

Some adverbs and adverb phrases answer the question "**how often?**" They are called **adverbs of frequency**.

Katy practices the piano **regularly**.

The children **always** go to school on the bus.

I'll **never** make that mistake again.

Have you **ever** been to Japan?

We've been to Disneyland **twice**.

The shops are **often** very busy.

The newspaper is delivered **daily**.

We walk home from school **every day**.

I clean my bedroom **every week**.

Have you forgotten my name? I've told you **three times** already.

Dad polishes his shoes **twice a week**.

You should go to the dentist **once every six months**.

Adverbs of Duration

Some adverbs and adverb phrases answer the question "**how long?**" They are called **adverbs of duration**.

The library is **temporarily** closed.

We're staying in a hotel **overnight**.

The teacher left the classroom **briefly**.

The snow lasted **for three days**.

Mom was away **a very long time**.

Stand still **for a moment** while I comb your hair.

He talked to his girlfriend **for over an hour**.

We waited **for ages** for a bus.

I haven't seen my cousins **for two years**.

We stayed up **all night** talking.

Adverbs of Emphasis

We have seen that most adverbs describe verbs, but remember that some adverbs also **describe adjectives or other adverbs**. They are usually used to **add emphasis**.

Here are some examples. The emphasizing adverbs are printed in bold. The adjectives or adverbs they describe are printed in color.

Anna can run **really** fast.

That's a **very** good drawing.

My rice is **too** hot.

The film was **just** terrible.

Your excuses are **completely** unbelievable.

These old tools are **totally** useless.

She sings **quite** beautifully.

Exercise 1

Choose an adjective from the box and turn it into an adverb to complete the sentences below. The first one has been done for you.

close	firm	bright	neat	careful
quick	sad	regular	quiet	clear

1. She writes very neatly.
2. You have to talk ______________ when you're in the library.
3. Carry the glass ______________ so you don't drop it.
4. You should exercise ______________ if you want to stay fit.
5. "Goodbye. I'm going to miss you," she said ______________ .
6. The sky was blue and the sun was shining ______________ .
7. If you follow us ______________ , you won't get lost.
8. I can't understand you. Please speak more ______________ .
9. Let's walk ______________ so we get home before it starts to rain.
10. Attach the sign ______________ to the wall.

Exercise 2

Are the bold words in the following sentences adverbs or adjectives? Write adverb or adjective on the line after each sentence.

1. The teacher smiled **kindly**. ____________
2. She has a **lovely** smile. ____________
3. The children in my class are very **friendly**. ____________
4. John had no friends and felt very **lonely**. ____________
5. It was raining, so they **wisely** decided to stay in. ____________
6. My dad buys a **daily** newspaper. ____________
7. Some snakes are **deadly**. ____________
8. I've **nearly** finished my homework. ____________
9. I shook hands **politely** with the head teacher. ____________
10. They played some very **lively** games. ____________

Exercise 3

Circle the verb in each sentence below. Then underline the adverb or adverb phrase that describes the verb. What kind of adverb is it? Write M for manner, T for time, P for place, F for frequency or D for duration in the box after each sentence. The first one has been done for you.

1. Kent did his homework carelessly. [M]
2. We start our vacation next week. [ ]
3. Farah read the poem in a very clear voice. [ ]
4. The accident happened during the afternoon. [ ]
5. The man walked very slowly. [ ]
6. My cousin arrived yesterday. [ ]
7. I left my schoolbag in the car. [ ]
8. It stopped raining for a few minutes. [ ]
9. Dad goes jogging regularly. [ ]
10. We eat our meals in the dining room. [ ]

Exercise 4

Complete the sentences with an adverb or adverb phrase from the box. The kind of adverb you will need is in parentheses after each sentence. The first one has been done for you.

outside	this morning	ever	on the bus	clearly
all day	in old clothes	for a week	already	every day

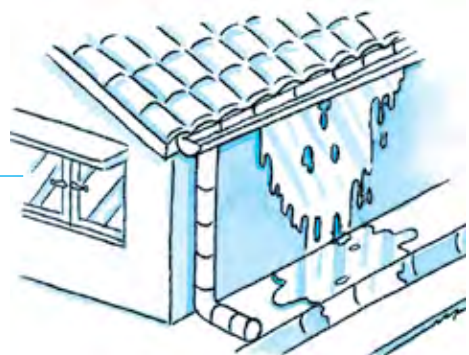
1. His face was dirty and he was dressed in old clothes. (**manner**)
2. Have you ____________ been in a plane? (**frequency**)
3. She was so ill that she missed school ____________. (**duration**)
4. I did some homework last night and finished it ____________. (**time**)
5. We went ____________ to play. (**place**)
6. Dad takes the dog for a walk ____________. (**frequency**)
7. Sally left her pencil case ____________. (**place**)
8. Speak ____________ so everyone can hear you. (**manner**)
9. It was a fine day and the children played in the garden ____________. (**duration**)
10. "Go and do your homework." "I've ____________ done it." (**time**)

8 Prepositions and Prepositional Phrases

Prepositions are words that show a connection between other words. Most prepositions are little words like **at**, **in** and **on**. Prepositional phrases are groups of words, such as **out of** and **on top of**.

Preposition or Adverb?

Some words can be used either as prepositions or as adverbs. If the word **is followed by a noun or a pronoun**, it is a **preposition**.

Look at these pairs of examples. In each of the sentences marked **preposition**, there is a noun or pronoun after the preposition. This noun or pronoun is called the **object of the preposition**. Notice that objects are printed in color.

Prepositions of Place

Some prepositions show **where** something happens. They are called **prepositions of place**.

Sally was sitting **under** a tree.

There's a wooden floor **underneath** the carpet.

Some geese flew **over** their house.

John and Sarah were hiding **inside** the wardrobe.

There was a tree **beside** the river.

I have a friend who lives **in** Wyoming.

A big truck parked **in front of** their car.

The cat jumped **on top of** the cupboard.

One girl sits **in the middle of** the playground and the others dance round her.

Prepositions of Time

Some prepositions show **when** something happens. They are called **prepositions of time**.

School starts **at** nine o'clock.

I brush my teeth **in** the morning and **at** night.

We're going to the zoo **on** Saturday.

No, you can't watch a video. It's **past** your bedtime already.

I visited my grandparents **during** the summer.

You must finish the work **by** Friday.

I'll do my homework **before** dinner.

"Mom, can you help me with my homework?" "Not now. You'll have to wait **until** this afternoon."

Prepositions of Direction

Some prepositions show **where** something is going. They are called **prepositions of direction**.

The boys chased **after** each other.

The football rolled **down** the hill.

A man was walking his dog **along** the riverbank.

The freeway goes right **through** the city.

We were travelling **towards** Miami.

A girl went **past** them on a bike.

This road leads **away from** the stadium.

They watched the train pull **out of** the station.

Prepositions with Special Uses

Many prepositions are used in other ways. Here are some of them.

of

I bought a bag **of** rice and a quart **of** milk.

Would you like a glass **of** orange juice?

Kathleen is a member **of** the chess club.

I need three pieces **of** paper.

Most **of** the children in my class like school.

There are several ways **of** cooking meat.

for

I made this bookmark **for** Mom.

Is there room **for** me on this seat?

I'd like a new computer **for** Christmas.

We're going downtown **for** a meeting.

What's this bag **for**?

This word is too difficult **for** me to spell.

with

He pounds nails in **with** a hammer.

Mix the flour **with** water.

She painted the picture **with** her new paints.

Would you like to come **with** us to the arcade?

I can do difficult problems **with** help from Mom.

Who is the man **with** the beard?

Michael came home **with** dirty hands.

Cross the busy street **with** care.

except and instead of

I like all kinds of food **except** pasta.

Everyone likes chocolate **except** Tom.

We go to school every day **except** Saturday and Sunday.

You should eat fruit **instead of** candy.

Dad is coming to the theater with us **instead of** Mom.

We could watch TV **instead of** reading our books.

like, as and than

The words **like**, **as** and **than** are used to compare things.

Kathleen looks **like** her dad.

Andrew smiles **like** his mother.

Peter sings **like** a professional singer.

Are these shoes the same **as** those?

Sue is nearly as tall **as** the teacher.

My backpack is bigger **than** John's.

Dad is taller **than** all of us.

This painting is more beautiful **than** that one.

The neighborhood streets are less busy **than** downtown streets.

Prepositions with Adjectives, Verbs or Nouns

Prepositions are used with some **adjectives**. The adjectives in these examples are printed in color.

Dad was **angry with** us.

We were **afraid of** the big dog.

She's not very **interested in** sports.

John is very **good at** drawing.

Mr. Lee is **pleased with** our work.

The teachers are always **kind to** us.

What's **wrong with** the computer?

Prepositions are used with some **verbs**. The verbs in these examples are printed in color.

I'**m looking for** my pencil. Have you seen it?

Can you **think of** another word for 'pleased'?

Does this book **belong to** you?

We're **listening to** CDs.

I **agree with** you.

I **lent** my skateboard **to** Sue.

Tell me **about** the show you saw.

Cut the cake **into** five pieces.

They **borrowed** money **from** the bank.

Prepositions are used with some **nouns**. The nouns in these examples are printed in color.

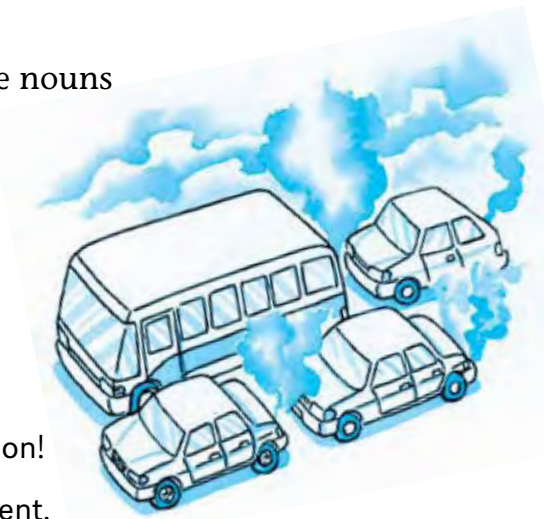
What's the **answer to** this question?

Is there a **reason for** this delay?

What's the **matter with** you?

Here's an **example of** good behavior.

Congratulations on winning the competition!

Traffic can cause **damage to** the environment.

Exercise 1

Underline the prepositions in the following sentences.

1. There was a sign above the door.
2. The ball rolled under a car.
3. She put the letter in her pocket.
4. Sam hid behind the fence.
5. Tuesday comes after Monday.
6. Mr. Shin is from Korea.
7. The train went through the station without stopping.
8. I left the book on the table.
9. My favorite TV program starts at 6:00 o'clock.
10. There's a path between the two houses.

Exercise 2

Complete the following sentences with the prepositions from the box. The type of preposition you need is in parentheses. The first sentence has been done for you.

after	under	toward	during	on
in	before	at	away from	across

1. A cat was sitting ____on____ the roof of my car. (**place**)
2. Some people were talking ________ the movie. (**time**)
3. A man was coming ________ us on his bike. (**direction**)
4. The party starts ________ six o'clock. (**time**)
5. She put the book ________ her bag. (**place**)
6. We walked ________ the street to the park. (**place**)
7. I'll be late for school! It's ________ nine o'clock already! (**time**)
8. She keeps her slippers ________ her bed. (**place**)
9. We always wash our hands ________ meals. (**time**)
10. She ran ________ the dog because she was frightened. (**direction**)

Exercise 3

Circle the preposition in each sentence. Then underline the noun or pronoun that is the object of the preposition. The first one has been done for you.

1. There is a new bookstore across the street.
2. Which letter comes after D?
3. She found the missing ticket under the carpet.
4. We opened the cupboard and found nothing in it.
5. Mom keeps a family photograph on her desk.
6. Students mustn't talk during the exam.
7. Our vacation starts on Friday.
8. You can play outside after lunch.
9. We ran inside the house when it started to rain.
10. A plane flew over their heads.

Exercise 4

Complete each sentence by using a preposition from the box.

of	for	with	except	instead of

1. We baked a cake ____________ Mom's birthday.
2. All the boys went swimming ____________ Tom.
3. Can I come ____________ you to the beach?
4. Most ____________ the children in my class like computer games.
5. Stir the sauce ____________ a wooden spoon.
6. Would you like rice ____________ pasta?
7. How many pounds ____________ hamburger did you buy?
8. Dad is good at everything ____________ cooking.
9. Children, what would you like ____________ dinner?
10. Who's the lady ____________ the long blonde hair?

Exercise 5

Read the following sentences. Then tell whether like, as and than are used correctly in each sentence. Put a checkmark ✓ in the box for a correct use and put an x ✗ in the box for an incorrect use. If the wrong preposition is used, write the correct preposition on the line. The first one has been done for you.

1. John is nearly as tall **than** his dad. ✗ as
2. Our house is smaller **than** David's.
3. That car isn't the same **like** this one.
4. Sally plays tennis **like** a professional player.
5. This video is longer **than** the one we watched last night.
6. Whales look **as** dolphins but they're much bigger.
7. The wind sometimes sounds **like** a howling dog.
8. This ring is more expensive **as** that one.
9. The sea was as calm **as** a swimming pool.
10. Mom is a few months younger **than** Dad.

9 Conjunctions

Conjunctions are words used to link words, phrases or clauses.
Some common conjunctions are **and**, **but** and **or**.

and, but *and* or

and

Use **and** to link words that are **similar**.

We buy fruit **and** vegetables at the grocery store.

The president visited towns **and** cities across the country.

The house is warm **and** comfortable.

The weather was cold **and** windy.

There were several cars **and** trucks in the street.

Use **but** to link words that are **different** and do not normally go together.

He works quickly **but** neatly.

The teacher is firm **but** fair with the children.

The musicians are young **but** very talented.

The weather was sunny **but** cold.

Karate is tiring **but** fun.

We want a vacation that's interesting **but** relaxing.

Some animals are big **but** gentle.

Use **or** to talk about **choices**.

or

You can have a soda **or** lemonade.

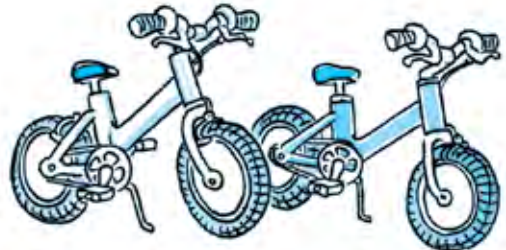
Would you like pasta **or** rice?

Who is cooking the dinner, Mom **or** Dad?

Does the sauce taste sweet **or** sour?

Do we turn right **or** left?

Is your sister older **or** younger than you?

Should the children bring bikes **or** skateboards?

The word **or** is often used with **not** and other negative words.

She does **not** like apple juice **or** orange juice.

I did**n't** see **or** hear anything strange.

He ca**n't** sing **or** dance.

They've **never** been to Europe **or** Asia.

Conjunctions Linking Phrases

Use the conjunctions **and**, **but** and **or** to link **phrases**. The phrases in these examples are printed in color.

We like going shopping **and** visiting museums.

I tell my parents **and** my best friend all my secrets.

Some of my toys are dirty **and** a bit broken.

The car is very old **but** still very reliable.

The weather was very sunny **but** rather cold.

I'm older than Anna **but** younger than Jack.

Is it quicker to go by train **or** by car?

You could call it a thin book **or** a thick magazine.

She couldn't decide whether to stay in bed **or** get up and take a shower.

Conjunctions with Lists

Use the conjunctions **and** and **or** with lists of words. Remember to put a **comma** between the words. Then use **and** or **or** between the last two words.

We bought milk, eggs, cheese **and** butter.

My favorite teachers are Mr. Lee, Mrs. Carter **and** Mr. Park.

In the morning I get up, take a shower, eat breakfast **and** brush my teeth.

Kathleen didn't have any paper, pens **or** pencils.

People travel to work by car, bus **or** train.

I haven't eaten breakfast, lunch **or** dinner.

Conjunctions That Join Sentences

Conjunctions are also used **to join two sentences** to make them one. Here are some examples with **and**, **but** and **or**.

Mom is working in the garden. Dad is busy in the kitchen.
Mom is working in the garden and Dad is busy in the kitchen.

Sam is playing football. Eric is reading a book.
Sam is playing football and Eric is reading a book.

I switched on the TV. There were no interesting programs on.
I switched on the TV, but there were no interesting programs on.

Meera phoned her friend Anna. She wasn't at home.
Meera phoned her friend Anna, but she wasn't at home.

Would you like to go to the movies? Shall we go for a burger?
Would you like to go to the movies or shall we go for a burger?

Hurry up! You'll be late for school.
Hurry up or you'll be late for school!

Notes

A long sentence with two parts that are linked by **and**, **but** or **or** is called a **compound sentence**.

Other Words for *and*

There are other words for **and** that also join two sentences.

Dad washed the car. He polished it.
Dad **not only** washed the car, **but he also** polished it.

Sally baked the cake. She decorated it.
Sally **not only** baked the cake, **but** she decorated it **as well**.

John did his homework. He cleaned his room.
John **not only** did his homework, **but** he cleaned his room, too.

They visited Sydney. They also visited Hong Kong and Tokyo.
They visited Sydney, **as well as** Hong Kong **and** Tokyo.

Sam ran faster than Kim. He ran faster than David too.
Sam ran faster than **both** Kim **and** David.

Other Words Used for *but*

There are other words for **but** that also join sentences.

Grandpa is old **but** very fit.
Although Grandpa is old, he's very fit.

The weather was sunny **but** cold.
Even though the weather was sunny, it was cold.

The bus is slower than the train **but** it's cheaper.
While the bus is slower than the train, it's cheaper.

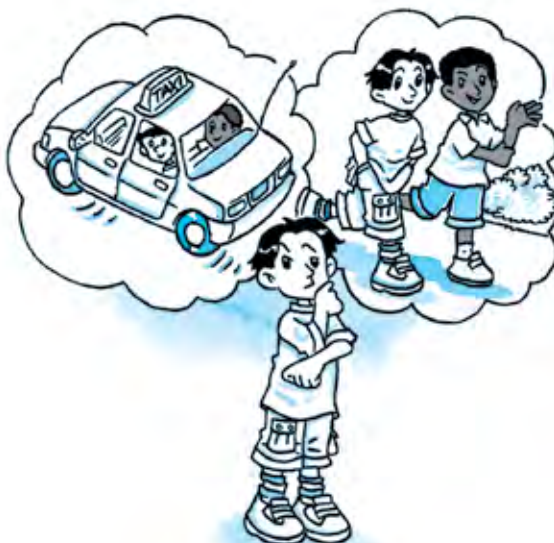
This computer is very old **but** reliable.
Though this computer is very old, it is very reliable.

Other Words for *or*

There are other words for **or** that name choices or join two sentences.

The movie wasn't funny. It wasn't interesting.
The movie was **neither** funny **nor** interesting.

You can do your homework now. You can do your homework after dinner.
You can do your homework **either** now **or** after dinner.

We could walk. We could take a taxi.
We could walk, **or else** take a taxi.

Conjunctions of Time

The conjunctions **before**, **after**, **since**, **until**, **when**, **while**, **as** and **as soon as** are used to say when something happens. They are called **conjunctions of time**.

Take the toy out of the box **before** you throw the box away.

Before you leave the house, be sure that you've got your backpack.

I usually do my homework **after** I have my dinner.

After I went to bed, I heard a strange noise downstairs.

We've moved to a new house **since** I last wrote to you.

Since the new teacher arrived, we all enjoy our work more.

You can't watch TV **until** you've done your homework.

Until the rice is cooked, we can't eat dinner.

I'll call you **when** I get home.

When the wind blows, the branches on the tree bend.

Dad watches TV **while** he does his exercises.

While we're waiting for the bus, let's play a game.

People stand back **as** the train goes through the station.

As the president's car goes past, everybody waves.

We went inside **as soon as** it started to rain.

As soon as you've finished your homework, let me see it.

Conjunctions of Place

The conjunctions **where** and **wherever** are used to talk about places. They are called **conjunctions of place**.

Does anybody know **where** Mr. Carter lives?

Where the road is narrow, big trucks can't get through.

The dog follows Andrew **wherever** he goes.

Wherever there are mountains, you will also find streams.

Conjunctions of Reason

The conjunctions **because**, **since**, **as** and **in case** tell why someone does something. They are called **conjunctions of reason**.

I sat down **because** I was feeling tired.

Because we arrived late, we missed the beginning of the play.

I took an apple **since** it was the only fruit in the bowl.

Since you have finished your homework, you can help me make dinner.

Mom switched off the TV **as** it was past my bedtime.

As you're my best friend, I'll lend you my new bike.

Take an umbrella **in case** it rains.

In case you forget the number, I've written it on this piece of paper.

Conjunctions of Purpose

The conjunctions **so**, **so that** and **in order to** tell what the purpose of something is. They are called **conjunctions of purpose**.

The children are wearing hats **so** they won't get sunburned.

John finished his homework before dinner **so** he could watch his favorite TV program.

Let's write down the address **so** we don't forget it.

We left early **so that** we wouldn't be late.

John took a map **so that** he wouldn't get lost.

I hid the comics under the bed **so that** nobody could find them.

She goes jogging every morning **in order to** keep fit.

In order to get to sleep, he reads a really boring book at bedtime.

Dad painted the walls white **in order to** make the room look brighter.

Exercise 1

Complete the following sentences by adding and, but or or.

1. Mrs. Taylor is tall ______________ slim.
2. Learning geography is hard ______________ interesting.
3. I don't like football ______________ soccer.
4. Do you pull the handle ______________ push it?
5. These tools are old ______________ still useful.
6. We visited lots of castles ______________ palaces in England.
7. The classes are quite difficult ______________ I'm doing well.
8. I didn't know whether to turn left ______________ right.

Exercise 2

Complete the following sentences by adding commas and and or or. The first one has been done for you.

1. You'll need paper scissors glue.
   You'll need paper, scissors and glue.
2. I don't enjoy football swimming homework.
   ____.
3. Shall we play tennis read a book watch TV?
   ____.
4. Do you want to sit next to Peter David Sam?
   ____.
5. We visited India Japan South Korea on our trip.
   ____.
6. Mr. Carter likes classical music pop music jazz.
   ____.
7. No one likes people who are rude mean cruel.
   ____.
8. Dad has to make our breakfast help us get dressed take us to school.
   ____.

Exercise 3

Choose the sentence from the box that goes with each sentence below. Join the two sentences with and, but or or. The first one has been done for you.

You weren't at home.	Put it in the fridge.
Draw a picture of your favorite animal.	We couldn't find it.
Nobody answered.	Will he drop it?
Do you want to play at my house?	Is Nicole smarter?
It was closed.	She didn't know the answer.

1. Shall I bring my computer games to your house?

   Shall I bring my computer games to your house or do you want to play at my house?.

2. We went to the supermarket.

   ______________________________.

3. Take this milk.

   ______________________________.

4. We looked everywhere for the key.

   ______________________________.

5. I phoned you this morning.

   ______________________________.

6. Jim asked the teacher.

   ______________________________.

7. Take a pencil.

   ______________________________.

8. Is Susan the smartest student in the class?

   ______________________________.

9. Do you think he'll catch the ball?

   ______________________________.

10. We knocked at the door.

    ______________________________.

Exercise 4

Complete each sentence with one of the sentence parts in the box. Underline the conjunction in your sentence. The first one has been done for you.

in case the ground is muddy.	so you're not tired in the morning.
as soon as you've done your homework.	before you start to paint.
where I had spilled the juice.	since I last saw my cousin.
so he could show it to his friends.	until it is soft enough to eat.
because it had started to rain.	while their dad cooked dinner.

1. The children went inside

   The children went inside because it had started to rain.

2. He took his new toy to school

   ______________________________.

3. Put on your apron

   ______________________________.

4. The children played in the garden

   ______________________________.

5. Wear your boots

   ______________________________.

6. You can watch a video

   ______________________________.

7. There was a mark on the carpet

   ______________________________.

8. Cook the pasta

   ______________________________.

9. Go to bed early

   ______________________________.

10. It's been six months

    ______________________________.

10 Sentences

A **sentence** is a group of words that expresses a complete thought. Sentences always have a **subject** and a **verb**.

subject	verb
She	is working.
He	is reading.
The children	are playing.
They	are singing.

Four Kinds of Sentence

A **declarative sentence** makes a **statement**.

It is raining.
Tom likes football.
The school bell was ringing.
The children are playing with the dog.
Topeka is in Kansas.

A declarative sentence ends with a **period.**

An **interrogative sentence** asks a **question**.

Where are my keys?
Why is the sky blue?
Who is talking to the teacher?
Is this the way to the ice skating rink?

Notes

An interrogative sentence ends with a **question mark** (?) instead of a period.

An **exclamatory sentence** makes a very strong statement called an **exclamation**. It shows a strong feeling such as surprise or anger.

What a kind thing to do!
How beautiful she is!
The silly boy!

Notes

An exclamatory sentence ends with an **exclamation point** (!) instead of a period.

An **imperative sentence** gives an **order**.

Ask Tom to come and see me.
Don't tell me lies.
Please leave.
Go to your room!
Speak up!

An imperative sentence can end with an **exclamation point** (!) if the order is very firm.

Sentences with Objects

The **subject** of a sentence often does something to another person or thing. The person or thing that receives the action of the subject is called the **object** of the verb. Verbs that have objects are called **transitive verbs**.

Here are some sentences with transitive verbs.

subject	transitive verb	object
Dad	is reading	a book.
I	am cooking	dinner.
You	have broken	my new toy.
Mom	likes	her new car.
She	has forgotten	her backpack.
The dog	licked	my face.
Our ball	hit	a window.
They	visited	the museum.
Anna	is sewing	a dress for her doll.
Uncle Ben	sent	a package to his friend.

Verbs with Two Objects

Some verbs have two objects. Look at the sentence below.

Sam **gave** **Anna** **a present.**

indirect object (Anna) — direct object (a present)

The thing that Sam gives is 'a present', so **a present** is the **direct object** of the verb. But there is another object: 'Anna'. 'Anna' is the person that receives the present, so **Anna** is the **indirect object** of the verb. Many verbs have both direct and indirect objects. Here are some examples.

subject	verb	indirect object	direct object
Dad	is reading	the children	a story.
Grandma	is baking	me	a cake.
A kind man	showed	us	the way.
We	have brought	you	some new magazines to read.
Mr. Berg	is teaching	the children	French.
Jack	asked	the teacher	a question.
I	am writing	my friend	a letter.
She	sent	her cousin	an email.
John	has found	us	a secret place to play.
Uncle Andy	told	them	the good news.

Verbs with No Object

Some verbs don't have an object. A verb that does not have an object is called an **intransitive verb**. Here are some sentences with intransitive verbs.

Mr. Park usually **walks** to work.

The sun **is shining**.

I don't **know**.

The man **smiled**.

Miss Lee always **dresses** very smartly.

Anna **talks** a lot in class.

It **is snowing**.

We **have** already **eaten**.

Dad always **drives** carefully.

Can your little brother **read**?

Exercise 1

Tell whether each sentence below is a declarative sentence, an interrogative sentence, an exclamatory sentence or an imperative sentence.
The first one has been done for you.

1. The girls were playing volleyball. declarative sentence
2. Where is my bike? ____________
3. What a lovely dog! ____________
4. It's snowing again today. ____________
5. Please show me that pair of black shoes. ____________
6. Can Anna come out to play? ____________
7. Do your homework now. ____________
8. What time is it? ____________
9. Pass me the orange juice, please. ____________
10. On weekends, I often go fishing with Dad. ____________
11. Can your little brother read? ____________
12. Speak in a loud, clear voice. ____________
13. That was a fantastic game! ____________
14. What fun this is! ____________
15. Jamal really likes horses. ____________

Exercise 2

Underline the verbs in these sentences. Then tell whether each verb is transitive or intransitive. Put a checkmark in the correct box.

	transitive verb	intransitive verb
1. Dad is baking bread.	☐	☐
2. We buy our food at the supermarket.	☐	☐
3. We are learning Latin.	☐	☐
4. Come with me now.	☐	☐
5. The children went to bed.	☐	☐

Exercise 3

Underline the objects in the following sentences. Write D for direct object or I for indirect object above each one. The first one has been done for you.

1. Uncle Bill gave Michael (I) some money (D).
2. Mom is baking us a chocolate cake for Christmas.
3. The children crossed the road safely.
4. Please pass me that pencil.
5. Henry sent Sam a letter from Japan.
6. I've forgotten your name.
7. She's always giving her students advice.
8. We gave Dad a watch for his birthday.

Exercise 4

All the following sentences have verbs with direct objects. Rewrite each sentence, adding an indirect object to it. For example, for the first sentence you could write:

Dad bought Mom some flowers.

1. Dad bought some flowers.

   ___

2. The teacher found an empty seat.

   ___

3. The police officer showed her badge.

   ___

4. Rudy sent a postcard.

   ___

5. Will you buy some bread at the supermarket ?

   ___

6. I'll bring my stamp collection.

   ___

Simple Sentences

A **clause** is a group of words that contains **one subject** and **one verb**. A sentence that consists of one clause is called a **simple sentence**. Here are some examples. The subjects are printed in bold and the verbs are printed in color.

The girls are playing baseball.

Sally found a good hiding place.

I am eating my breakfast.

Tom is wearing his new shoes today.

Will **you** help me?

The sky was very cloudy.

I can hear the birds.

Everyone was happy.

Is **it** raining again?

Compound Sentences

A **compound sentence** contains **two clauses** joined by a conjunction such as **and**, **or**, **but** or **so**. Look at these examples. The verbs in the clauses are printed in color. Notice that there are **two verbs**, one on each side of the conjunction.

Some people are always happy **and** some people are always sad.
She opened the bag **and** took out a book.

Do you want coffee **or** would you prefer lemonade?
Is that a bird **or** is it a plane?

John is good at English **but** he's not very good at math.
Michael wants to see Star Wars **but** his friends have already seen it.

Tom dropped his sandwich **so** I gave him mine.
It started to rain **so** we went inside.

Conditional Sentences

To talk about things that are possible, you often use **if** in a sentence. A sentence with **if** is called a **conditional sentence**. Here is an example of a conditional sentence with the **if-clause** printed in color.

If it **rains** tomorrow, we **shall** not **go** to the beach.

In the **if-clause**, use a **verb** in the simple present tense. In the **main clause**, use **shall** or **will** and **an infinitive**. Here are some more examples. The if-clauses are in color and the main clauses are in bold print.

If there**'s** no rice in the cupboard, we**'ll buy** some more.

If we **don't work** hard, we**'ll** never **learn**.

If we **leave** now, we**'ll arrive** on time.

You may also put the main clause **before** the if-clause.

We**'ll play** indoors if it **rains**.

You**'ll get** sick if you **don't eat** good food.

Sam **will do** well in his piano recital if he **practices** regularly.

Positive and Negative Sentences

A **positive sentence** tells you about something that exists or something that is happening.

I like ice cream.

Michael is my brother.

The train leaves at five o'clock.

I'm feeling really tired.

She's finished her homework.

Dad is in the kitchen.

There's a cartoon on TV.

A **negative sentence** contains the word **not** or another **negative word**. Negative sentences tell you that something does not exist or is not happening. Here are some examples. The negative words are printed in bold.

I'm **not** very good at math.

Tom **isn't** as tall as Alan.

We **didn't** hear you shout at us.

Meera **hasn't** read the Harry Potter books.

People **can't** see very well in the dark.

There's **nothing** interesting on TV tonight.

We've **never** been to China or Japan.

Nobody knows my secret.

There are **no** coins in my pocket.

Exercise 5

*Are the following sentences **simple sentences** or **compound sentences**? Put a checkmark (✓) in the correct box. For each compound sentence you marked, write the conjunction in the blank space next to it. The first one has been done for you.*

	simple sentence	compound sentence	
1. The sun is shining and the sky is blue.		✓	and
2. Mom doesn't like spiders.			
3. Eat plenty of fruit and vegetables.			
4. Would you like rice or do you prefer pasta?			
5. Is your bag red or green?			
6. Sam saw me and he waved.			
7. Pass me the dictionary, please.			
8. I've never been to Ohio or Indiana.			
9. Our new teacher is a young man.			
10. Switch off the light and go to sleep.			

Exercise 6

Match the if-clauses in the box with the main clauses below. Write two sentences for each pair of clauses. The first one has already been done for you.

if they get no water	if you don't write neatly
if we all work together	if we don't leave now
if you let me explain	if I need help
if you don't want to see this movie	if you work hard

1. you'll do well in your exams

   If you work hard, you'll do well in your exams.

   You'll do well in your exams if you work hard.

2. we'll be late

3. I won't be able to read your story

4. we'll choose a different movie

5. the plants will die

6. we'll finish the job more quickly

7. I'll tell you what happened

8. I'll ask Mom and Dad

Exercise 7

Rewrite the following sentences to make them negative. Use negative words such as **no, not** ***and*** **never*****. Use contractions in some of your sentences. The first one has been done for you.***

1. Children like chocolate.
   Children don't like chocolate.
2. John is my best friend.
3. I've got a new bike.
4. Everybody knows where I live.
5. There's some food in the refrigerator.
6. I saw the boy throw the stone.
7. We want to go to the ballgame.
8. Sam always tells the truth.

Questions

There are two kinds of questions: **yes or no questions** and **question-word questions**.

yes or no questions

When you ask a yes or no question, you want the answer **yes** or the answer **no**. Use the verbs **be**, **have** and **do** along with helping **verbs** such as **can**, **will** and **should** when you ask these questions. Here are some examples of yes or no questions, with answers.

Is this your seat?
Yes.

Can you ride a bike?
No.

Do you like swimming?
Yes.

May I sit here?
Yes.

Don't you like pizza?
No.

Are we late?
No.

In questions, the **helping verb** comes **before** the subject. The **other verb** comes **after** the subject. The verb **be** also comes **before** the subject when it is an ordinary verb rather than a helping verb.

Here are some examples of statements and the questions you can make from them. Notice that the helping verbs are printed in bold and the subjects are in color.

statement	question
Dad is ill today.	**Is** Dad ill today?
She has finished her homework.	**Has** she finished her homework?
The cat doesn't like noise.	**Doesn't** the cat like noise?
Michael can ride a bike.	**Can** Michael ride a bike?
Sally could borrow your pencil.	**Could** Sally borrow your pencil?
You may leave now.	**May** I leave now?
I think it will rain tomorrow.	**Do** you think it will rain tomorrow?
I saw Tom at the football game.	**Did** you see Tom at the football game?
Miss Lee sang a song.	**Did** Miss Lee sing a song?
The computer needs to be repaired.	**Does** the computer need to be repaired?

Question-word questions

Use the question words **what**, **which**, **who** (sometimes **whom**), **whose**, **when**, **where** and **how** to ask for information. The verbs **be**, **have** and **do**, and **helping verbs** such as **can**, **will** and **should** are also used in questions.

The **helping verb** comes **before** the subject, as it does in yes or no questions. Here are some examples. Again, the helping verb is printed in bold and the subject is printed in color.

What **is** your name?

What date **is** it today?

Which boy **is** your brother?

Which house **do** you live in?

Who **is** the boy next to Alan?

Who (*or* Whom) **did** he ask?

Whose book **is** this?

When **can** I come to visit you?

When **does** the spring vacation start?

Where **is** the pencil that I left on my desk?

Where **do** the birds go when they fly away in winter?

How **can** Grandma read without her glasses?

How **does** a plane stay in the sky?

Sometimes the **wh-word** itself is the subject of the sentence. In this case, don't use **do** to form questions.

Who wants to come with me?

What caused the accident?

Which is the fastest car?

I've got my coat. **Whose** is this?

Question Tags

Sometimes people finish what they are saying with a short question. Why do they do this? Because they want to know if the person they are speaking to agrees with them. This short question is called a **question tag**. Look at the following sentence.

The weather is lovely today, **isn't it**?

The main part of the sentence is positive, but the **question tag** is negative. You expect the answer to a **negative question tag** to be **yes**. For example:

"The weather is lovely today, **isn't it**?" "**Yes**, it is."

Use a helping verb and the subject of the sentence to make the **question tag**. Notice that the subject has been replaced by a pronoun in the example sentences. The pronoun in the question tag refers to the subject printed in color.

Tom is older than you, **isn't he**?

Sally has got a dog, **hasn't she**?

Anna and I can go by train, **can't we**?

Peter and David should leave now, **shouldn't they**?

If the main part of the sentence has **I am** in it, use **aren't I** in the question tag.

I'm your best friend, **aren't I**?

I'm taller than Sumiko, **aren't I**?

If the main part of the sentence is negative, the **question tag** is positive. You expect the answer to **a positive question tag** to be **no**.

These questions aren't very difficult, **are they**?

You haven't read this book, **have you**?

Peter isn't as tall as I am, **is he**?

She isn't eight yet, **is she**?

There aren't many clouds in the sky, **are there**?

There isn't much wind today, **is there**?

There weren't any emails for me, **were there**?

Exercise 8

Rewrite the following statements as yes or no questions. The first one has already been done for you.

1. It is raining again.

   Is it raining again?

2. She can speak Japanese.

3. Margaret is at home.

4. My mom works in an office.

5. The teacher told the children a story.

6. Philip has got a new bike.

7. She is Sumiko's best friend.

8. Tom could sit with David.

9. Dad will help Jennifer with her homework.

10. We will be late.

Exercise 9

Choose one of the question words from the box to complete the sentences below. You may use some of the words more than once. The first one has been done for you.

what	who	when	why
which	whose	where	how

1. Where ______ are my keys?
2. ______ is the tall boy at the back of the class?
3. ______ time did they arrive?
4. ______ is the problem?
5. "______ are we going to the zoo?" "Tomorrow."
6. ______ do you know the answer?
7. ______ do the stars twinkle?
8. ______ coat is this?
9. ______ would you like for dinner?
10. ______ did you open the door without a key?
11. ______ is your favorite singer?
12. ______ does this train leave?
13. ______ bike is that over there?
14. ______ cafe do you prefer?
15. ______ can we find a restaurant?

Exercise 10

Complete the following sentences by adding a question tag. Remember that a positive sentence needs a negative question tag, and a negative sentence needs a positive question tag. The first one has been done for you.

1. This is your house, isn't it?
2. That isn't the right answer, ____________ ?
3. Your sister is very pretty, ____________ ?
4. Andrew can't ride a bike, ____________ ?
5. You've already seen that movie, ____________ ?
6. I'm lucky to have a friend like Alice, ____________ ?
7. The tunnel was very dark, ____________ ?
8. They didn't play very well, ____________ ?
9. We shouldn't look at the answers first, ____________ ?
10. Aunt Sarah could come to our house for dinner, ____________ ?
11. There was a bag in the car, ____________ ?
12. Sally hasn't got a dog, ____________ ?
13. We mustn't be late, ____________ ?
14. There is a post office nearby, ____________ ?
15. There were some people in the park, ____________ ?
16. We can stay an extra day, ____________ ?
17. The journey won't take long, ____________ ?
18. I'm your best friend, ____________ ?
19. Andrew and Susan are your neighbors, ____________ ?
20. You didn't see the dog in the garden, ____________ ?

11 Direct and Indirect Speech

Direct Speech

The exact words that someone says are called **direct speech**. **Quotation marks** " " are used to set off direct speech.

Mom said, "Where are my keys?"

"This ice cream is delicious," said Tom.

"Have you boys washed your hands?" asked Dad.

"Please get out of the car," the police officer ordered.

"What a beautiful dress!" said Sally.

Indirect Speech

You can report what someone says without using their exact words. To do this, use a verb like **say**, **ask** or **tell**, followed by **that**. This is called **indirect speech**. There are several differences between a sentence with direct speech and a sentence with indirect speech.

- You **don't use quotation marks** with indirect speech.
- You **change the tense of the verb**.
- You **change the pronouns and determiners**.

Here are some examples. The verb tenses that change are printed in bold and the pronouns and determiners that change are printed in color. Remember that the past tense of **can** is **could** and the past tense of **will** is **would**.

direct speech	indirect speech
Maggie said, "I **feel** ill."	Maggie said that she **felt** ill.
Sumiko said, "It**'s** time to leave."	Sumiko said that it **was** time to leave.
"I **can't** find my book," said Alice.	Alice said that she **couldn't** find her book.
"John **is hitting** me," said Peter.	Peter said that John **was hitting** him.
Dad said, "I **haven't had** my breakfast yet."	Dad said that he **hadn't had** his breakfast yet.
"My car **won't start**," said Mom.	Mom said that her car **wouldn't start**.

In indirect speech people often leave out the conjunction **that**.

Maggie said ~~that~~ she felt ill.

Sumiko said ~~that~~ it was time to leave.

Alice said ~~that~~ she couldn't find her book.

Peter said ~~that~~ John was hitting him.

Dad said ~~that~~ he hadn't had his breakfast yet.

When you are using indirect speech to report **a statement that is still true now**, you don't change the tense of the verb.

direct speech	indirect speech
John **said**, "My mom **doesn't like** fish."	John **said** that his mom **doesn't like** fish.
"I **live** in a house by the sea," **said** Anna.	Anna **said** that she **lives** in a house by the sea.
Dad **said**, "Paris **is** a beautiful city."	Dad **said** Paris **is** a beautiful city.

Indirect Commands

Use verbs like **order**, **tell** and **warn** to report orders and instructions. The construction **to + verb** or **not to + verb** may also be used.

direct speech	indirect speech
The teacher said, "Stop running in the corridor!"	The teacher **ordered** us **to stop** running in the corridor.
"Put your books away, children," said Mr. Park.	Mr. Park **told** the children **to put** their books away.
Dad said to David, "Please help me by washing the dishes."	Dad **asked** David **to help** him by washing the dishes.
Jack said to Maggie, "Please don't tell anyone my secret!"	Jack **begged** Maggie **not to tell** anyone his secret.
Miss Lee said to Alan, "Don't be late again tomorrow."	Miss Lee **warned** Alan **not to be** late again the next day.

Indirect Questions

The verb **ask** is usually used to report questions.

direct speech	indirect speech
Sally said, "Where is my backpack?"	Sally **asked** where her backpack was.
Peter said, "Have you finished your homework?"	Peter **asked** if I had finished my homework.

To report a question, put the subject **before** the verb or helping verb. Remember that the subject comes **after** the helping verb when you ask a question. Here are some examples. The subjects are printed in bold and the verbs are printed in color.

asking a question	reporting a question
"Where are **they** going?"	I asked where **they** were going.
"Can **Jack** ride his bike?"	I asked if **Jack** could ride his bike.
"Did **Miss Lee** sing a song?"	I asked whether **Miss Lee** sang a song.
"Has **she** finished her homework?"	I asked if **she** had finished her homework.

To report a **question-word question**, use the same **question word** in direct speech.

direct speech	indirect speech
Mom said, "**Where** are your shoes?"	Mom asked where my shoes were.
Maggie said, "**Who** has taken my pen?"	Maggie asked **who** had taken her pen.
"**What** time does the show start?" asked Sue.	Sue asked **what** time the show started.
Peter said, "**Why** did you leave before the end of the movie?"	Peter asked **why** I left before the end of the movie.

When you are reporting **yes or no questions**, use **if** or **whether** after the verb.

direct speech	indirect speech
"Is it raining?" asked Tom.	Tom asked **if** it was raining.
Alice said, "Can you help us?"	Alice asked **whether** I could help them.
Dad said, "Is the train on time?"	Dad asked **if** the train was on time.

Exercise 1

Fill in the blank spaces with a verb in the correct tense. The first one has been done for you.

	direct speech	indirect speech
1.	"I am very tired," said Dad.	Dad said that he ___was___ very tired.
2.	"You look very handsome, Mike," said Mom.	Mom told Mike that he ________ very handsome.
3.	The teacher said, "Sam has not made any mistakes."	The teacher said that Sam ________ not made any mistakes.
4.	"I am losing my patience," said Mr. Carter.	Mr. Carter said that he ________ losing his patience.
5.	"You can come to my house for dinner," Maggie told Jason.	Maggie told Jason that he ________ come to her house for dinner.
6.	Dad said, "Hurry up or we will be late."	Dad told us to hurry up or we ________ be late.
7.	"The train is coming," said Peter.	Peter said that the train ________ coming.
8.	"I have cleaned up my room," said Kathleen.	Kathleen said that she ________ cleaned up her room.
9.	The teacher said, "It is time to stop writing."	The teacher said that it ________ time to stop writing.
10.	"I don't want to watch TV," said John.	John said that he ________ want to watch TV.

Exercise 2

Complete these indirect speech sentences with the correct pronoun or determiner. The first one has been done for you.

	direct speech	indirect Speech
1.	"My head is aching," said Sarah.	Sarah said that ___her___ head was aching.
2.	"I like your new bike,' Dan told me.	Dan told me that he liked ______ new bike.
3.	Tom and Peter said, "We'll give you our seats."	Tom and Peter said that they would give us ______ seats.
4.	"You can borrow my book," Michael said.	Michael said that I could borrow ______ book.
5.	"I haven't brushed my teeth," said Paul.	Paul said that he hadn't brushed ______ teeth.
6.	"You are late again," Mr. Chen told me.	Mr. Chen said that ______ was late again.
7.	"We have finished our homework," said the boys.	The boys said that they had finished ______ homework.
8.	Sue and Maggie said, "We want to watch football on TV."	Sue and Maggie said that ______ wanted to watch football on TV.
9.	"I don't like your green hair," said Uncle David.	Uncle David said that ______ didn't like my green hair.
10.	Dad said, "We'll have to phone for a taxi."	Dad said that ______ would have to phone for a taxi.

Exercise 3

Rewrite the following sentences as* indirect questions *or* indirect commands. *The first one has been done for you.

1. "Are you feeling ill?" Mom asked.

   Mom asked if I was feeling ill.

2. "When will you finish the work?" Dad asked the plumber.

3. The teacher said, "Open your books, children."

4. "Turn the music down, Maggie," said Mom.

5. "Please take your shoes off at the door, Tom," said Uncle David.

6. "Have you read the Harry Potter books?" Michael asked.

7. Jenny said, "Would you like some more orange juice, Peter?"

8. "Don't be rude to your teacher, children," said the principal.

9. "Write your name at the top of the page, everyone," said Miss Lee.

10. "Does the ball belong to you boys?" the woman asked.

12 Punctuation

Punctuation Marks

Punctuation marks are signs such as periods, commas and question marks. They are used in sentences to make the meaning clear.

period .

Put a period **at the end of a sentence**.

Tim lent me his skateboard.

The children are playing in the garden.

The train arrived late.

It's not a very sunny day.

comma ,

Put a comma **between items in a list**.

You need paper, scissors and glue.

She likes reading, swimming, playing basketball and going to the movies.

Tom, May Ling, Sue and Christopher all went shopping together.

Put a comma **after** yes **and** no.

"Do you like football?" "Yes, I like it very much."

"Is this your house?" "Yes, it is."

"Is it still snowing?" "No, it's stopped."

"Has Sarah had breakfast yet?" "No, she hasn't."

You also put a comma **before or after the name of the person you are speaking to**.

Hello, Mr. Carter.

Miss Lee, can I borrow a pencil, please?

Goodbye, Andrew.

Commas are used **before** please **and** thank you.

Could you pass me that pencil, please?
"Would you like some more orange juice, David?" "Yes, please."
I've had enough to eat, thank you.
"Would you like another cupcake, Sally?" "No, thank you."

A comma is also used **between the parts of a place name**.

Chicago, Illinois
Tower Bridge, London
Athens, Georgia
the Lincoln Memorial, Washington DC

question mark ?

Write a question mark **at the end of a question**, instead of a period.

Can you hear me, children?
Who is that man talking to Dad?
Is there someone knocking at the door?
Didn't you read the sign?
Where is my schoolbag?
How many apples are left?

exclamation point !

Use an exclamation point at the end of a sentence that shows **a strong feeling** such as surprise or fear. An exclamation point is used instead of a period.

What a silly thing to do!
You're completely wrong!
I told you not to go out on your own!
Help! A monster!
What a shame!
How sad!

You can also use exclamation points with strong **orders**.

Sit down!
Be quiet!
Leave that computer alone!
Don't touch that knife!
Give me that ball!
Do it now!

Exclamation points are usually used after **interjections**.

People often use just one or two words to express a sudden feeling such as **fear**, **happiness**, **surprise** or **anger**, or in greeting somebody. These short expressions are called **interjections**. Here are some examples:

Hello!
Good morning!
Good night!
Well done!
Oh dear!
Ouch!
Hurray!
Help!
Look out!
Happy Birthday!

apostrophe ’

Use an apostrophe with **s** to show **who something belongs to**.

This is Michael**’s** room.

This is my Dad**’s** desk.

Are you Kathleen**’s** mom?

This dog**’s** tail is very long.

The teacher collects everyone**’s** books at the end of the class.

Jack is going to his friend**’s** house for lunch.

You also use an apostrophe to show **where one or more letters are missing in a contraction**.

I**’m** (= am) the boy who lives next door.

She**’s** (= is) my best friend.

He**’s** (= has) been to Europe twice.

We**’re** (= are) going to the zoo today.

You**’re** (= are) my favorite uncle.

I**’d** (= had) better go home now.

You**’ve** (= have) got dirt on your new shoes.

He**’ll** (= will) lend you his bike.

quotation marks “ ”

Use quotation marks around **the exact words that someone says**. You put the mark “ at the beginning of the words, and the mark ” at the end.

Use a **comma** before the last quotation mark, to separate the words from the rest of the sentence.

“This bike is mine,” said Susan.

“I would like some apple juice, please,” said the little boy.

“Let’s play computer games,” said James.

Suppose the exact words that someone says come after the rest of the sentence. In this case put a **period** before the last quotation mark.

Dad said, “Come inside and have lunch.”

“John,” said Mom, “please turn your music down.”

Put question marks and exclamation points in the same place as periods, **before the last quotation mark**.

“Is this the way to the station?” the man asked.

Sam said, “Can I borrow your pencil?”

“Don’t do that!” said Mom.

John said, “What a great movie!”

colon :

When you are reading a playscript, notice the colon **between the name of a character and the words that they speak**.

Jack: What have you got in the bag?

Maggie: My swimming suit.

Jack: When are you going swimming?

Maggie: This afternoon. Would you like to come?

Capital Letter

Use a capital letter as the first letter of the **first word in a sentence**.

Dogs have wet noses.

Where is my ball?

That isn't fair!

This is my brother.

You need a racket if you're going to play tennis.

You also use a capital letter for the first letter of the **first word in direct speech**.

Sam said, "**T**his is my brother."

"**W**here is my ball?" Tom asked.

Alice shouted, "**T**hat isn't fair!"

"**Y**ou'll need a racket if you're going to play tennis," said Dad.

The word **I** is always written as a capital letter.

I'm really pleased with your work.

Do you know what **I** got for my birthday?

Paul and **I** asked if we could help.

Use a capital letter to begin the **names of people and places**.

John	**A**ustralia	the **S**phinx
May **L**ing	**G**ermany	the **T**aj **M**ahal
David **B**eckham	the **U**nited **S**tates of **A**merica	the **G**rand **C**anyon
Dr. **R**aj	**M**exico **C**ity	the **G**reat **W**all of **C**hina
Miss **L**ee	**B**eijing	the **P**acific **O**cean
Grandad	**B**uckingham **P**alace	**M**ount **F**uji
Uncle **D**avid	the **S**tatue of **L**iberty	the **R**io **G**rande
Professor **P**ark	the **E**rie **C**anal	the **H**imalayas

You also use capital letters after the **initials** in someone's name.

T.K. Lee
J.K. Rowling
J.R.R. Tolkien
M.C. Hammer

The **days** of the week and **months** of the year begin with a capital letter.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

January
February
March
April
May
June

July
August
September
October
November
December

The names of **holidays** and **special celebrations** also begin with a capital letter.

Valentine's **D**ay
Yom **K**ippur
Christmas
Memorial **D**ay

Veterans' **D**ay
Halloween
Independence **D**ay
Thanksgiving

Capital letters are also used in the **titles of books, films and plays**.

The **L**ady and the **T**ramp
Star **W**ars
Harry **P**otter and the **S**orcerer's **S**tone
The **A**dventures of **S**herlock **H**olmes
Alice in **W**onderland
The **S**word in the **S**tone
Hamlet, **P**rince of **D**enmark
Cats and **D**ogs
Universal **W**orld **A**tlas

Nationalities and languages also begin with a capital letter.

Australian	**G**erman
Indonesian	**K**orean
Spanish	**F**rench
Egyptian	**R**ussian
Hindu	**J**apanese
South **A**frican	**C**hinese
British	**E**nglish
Pakistani	**C**antonese

You also use a capital letter for the first letter in words and phrases that you use for saying **hello** and **goodbye**.

Exercise 1

Put the correct punctuation mark at the end of each sentence.

1. Sally is my sister's friend
2. What time is it
3. Don't speak to your mother like that
4. Good morning Did you sleep well
5. Oh dear Did he hurt himself
6. Mom asked if I had cleaned my room
7. Help I'm falling
8. Could you open a window, please
9. He's very handsome, isn't he
10. What a lovely day

Exercise 2

Rewrite the following sentences by putting commas and apostrophes in the correct places.

1. This food is delicious isnt it?

2. Hello David. Have you seen Toms new bike?

3. "Good morning children" said Miss Lee.

4. I cant speak French very well.

5. Excuse me Mr. Chen. Could you help me with this question please.

6. Sams mom bought rice eggs and flour.

7. Yes thank you. Ive had a lovely day.

8. Shes my big brothers girlfriend.

Exercise 3

Put capital letters in the correct places as you rewrite these sentences.

1. have you seen mr. chen?

2. can I help with the cooking, mom?

3. we went to paris for a holiday.

4. “do you like my new car?” asked uncle david.

5. we visited new york and saw the statue of liberty.

6. my friend doesn’t speak english.

7. they spent christmas in london.

8. we went to the library on thursday.

9. were you born in june or july?

10. have you read *the lord of the rings* by j.r.r. tolkien?

11. they’re going to italy next summer.

12. have a good day, mrs. park.

A List of Irregular Verbs

Here is a table to remind you of the forms of irregular verbs.

Simple Present	Third Person Singular	Present Participle	Simple Past	Past Participle
be	am, is, are	being	was	been
beat	beats	beating	beat	beaten
become	becomes	becoming	became	become
begin	begins	beginning	began	begun
bend	bends	bending	bent	bent
bite	bites	biting	bit	bitten
blow	blows	blowing	blew	blown
break	breaks	breaking	broke	broken
bring	brings	bringing	brought	brought
build	builds	building	built	built
burn	burns	burning	burned	burned
burst	bursts	bursting	burst	burst
buy	buys	buying	bought	bought
catch	catches	catching	caught	caught
choose	chooses	choosing	chose	chosen
come	comes	coming	came	come
creep	creeps	creeping	crept	crept
cut	cuts	cutting	cut	cut
dig	digs	digging	dug	dug
do	does	doing	did	done
draw	draws	drawing	drew	drawn

Simple Present	Third Person Singular	Present Participle	Simple Past	Past Participle
drink	drinks	drinking	drank	drunk
drive	drives	driving	drove	driven
eat	eats	eating	ate	eaten
fall	falls	falling	fell	fallen
feed	feeds	feeding	fed	fed
feel	feels	feeling	felt	felt
fight	fights	fighting	fought	fought
find	finds	finding	found	found
fly	flies	flying	flew	flown
forget	forgets	forgetting	forgot	forgotten
freeze	freezes	freezing	froze	frozen
get	gets	getting	got	got
give	gives	giving	gave	given
go	goes	going	went	gone
grow	grows	growing	grew	grown
have	has	having	had	had
hear	hears	hearing	heard	heard
hide	hides	hiding	hid	hidden
hit	hits	hitting	hit	hit
hold	holds	holding	held	held
hurt	hurts	hurting	hurt	hurt
keep	keeps	keeping	kept	kept
kneel	kneels	kneeling	knelt	knelt
know	knows	knowing	knew	known
lay	lays	laying	laid	laid
lead	leads	leading	led	led

Simple Present	Third Person Singular	Present Participle	Simple Past	Past Participle
learn	learns	learning	learned	learned
leave	leaves	leaving	left	left
lend	lends	lending	lent	lent
let	lets	letting	let	let
lie	lies	lying	lay	lain
light	lights	lighting	lit/lighted	lit/lighted
lose	loses	losing	lost	lost
make	makes	making	made	made
meet	meets	meeting	met	met
pay	pays	paying	paid	paid
put	puts	putting	put	put
read	reads	reading	read	read
ride	rides	riding	rode	ridden
ring	rings	ringing	rang	rung
rise	rises	rising	rose	risen
run	runs	running	ran	run
say	says	saying	said	said
see	sees	seeing	saw	seen
sell	sells	selling	sold	sold
send	sends	sending	sent	sent
shake	shakes	shaking	shook	shaken
shine	shines	shining	shone	shone
shoot	shoots	shooting	shot	shot
show	shows	showing	showed	shown
shut	shuts	shutting	shut	shut
sing	sings	singing	sang	sung

Simple Present	Third Person Singular	Present Participle	Simple Past	Past Participle
sink	sinks	sinking	sank	sunk
sit	sits	sitting	sat	sat
sleep	sleeps	sleeping	slept	slept
smell	smells	smelling	smelled	smelled
speak	speaks	speaking	spoke	spoken
spend	spends	spending	spent	spent
spread	spreads	spreading	spread	spread
steal	steals	stealing	stole	stolen
stick	sticks	sticking	stuck	stuck
sweep	sweeps	sweeping	swept	swept
swell	swells	swelling	swelled	swollen
swim	swims	swimming	swam	swum
swing	swings	swinging	swung	swung
take	takes	taking	took	taken
teach	teaches	teaching	taught	taught
tear	tears	tearing	tore	torn
tell	tells	telling	told	told
think	thinks	thinking	thought	thought
throw	throws	throwing	threw	thrown
understand	understands	understanding	understood	understood
wake	wakes	waking	woke	woken
wear	wears	wearing	wore	worn
weep	weeps	weeping	wept	wept
win	wins	winning	won	won
write	writes	writing	wrote	written

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